LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartland Charter School

CDS Code: 15-63628-0138131

School Year: 2021-22

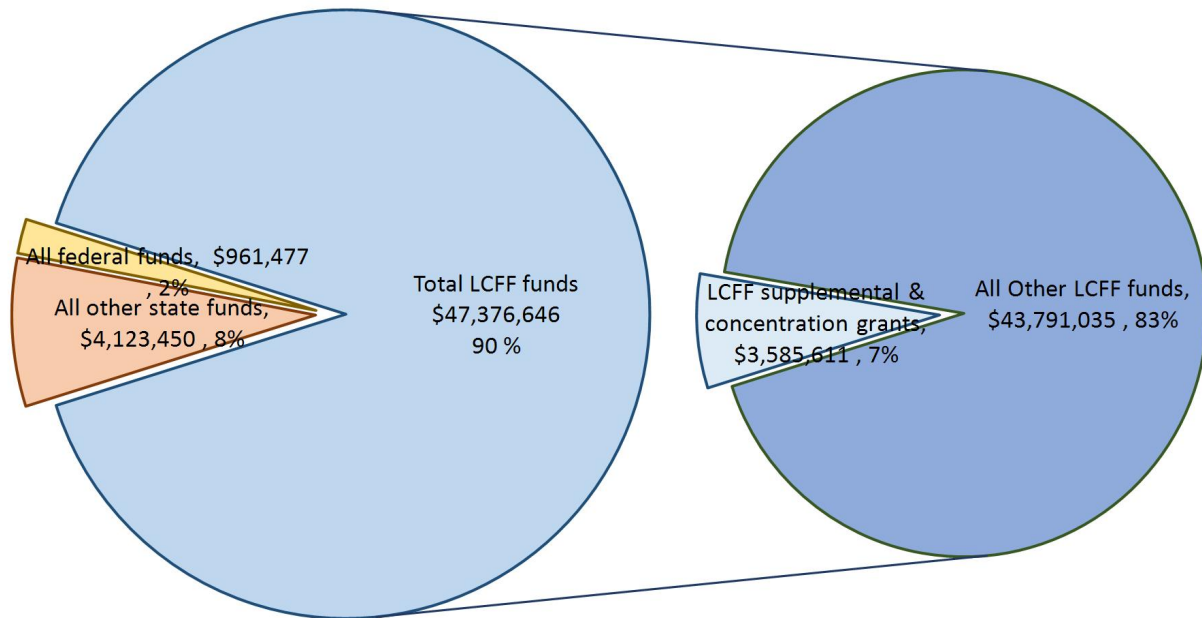LEA contact information:

Courtney McCorkle

Executive Director

661-829-0099

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, $961,477 , 2%

All other state funds, $4,123,450 , 8%

Total LCFF funds $47,376,646 90 %

LCFF supplemental & concentration grants, $3,585,611 , 7%

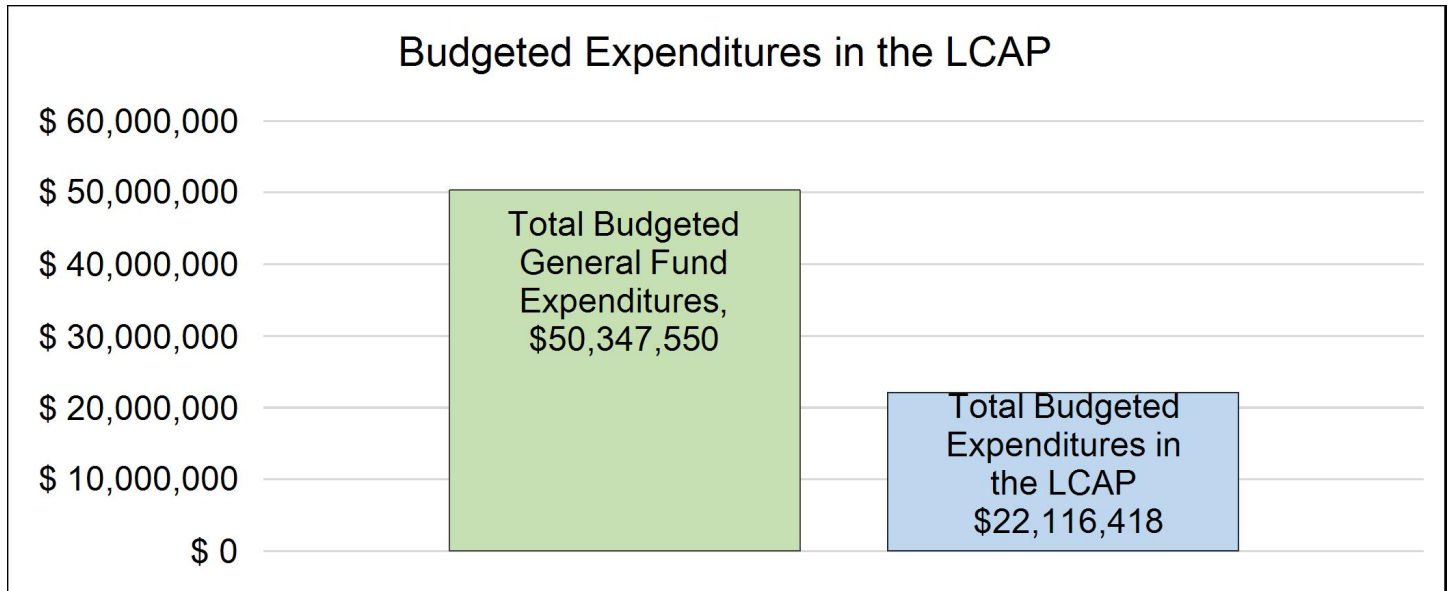All Other LCFF funds, $43,791,035 , 83%

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

The total revenue projected for Heartland Charter School is $52,461,573, of which $47,376,646 is Local Control Funding Formula (LCFF), $4,123,450 is other state funds, $ is local funds, and $961,477.00 is federal funds. Of the $47,376,646 in LCFF Funds, $3,585,611 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

$ 60,000,000

$ 50,000,000

$ 40,000,000

$ 30,000,000

Total Budgeted General Fund Expenditures, $50,347,550

$ 20,000,000

Total Budgeted Expenditures in the LCAP $22,116,418

$ 10,000,000

$ 0

This chart provides a quick summary of how much Heartland 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.

Heartland Charter School plans to spend $50,347,550 for the 2021-22 school year. Of that amount, $22,116,418 is tied to actions/services in the LCAP and $28,231,132 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
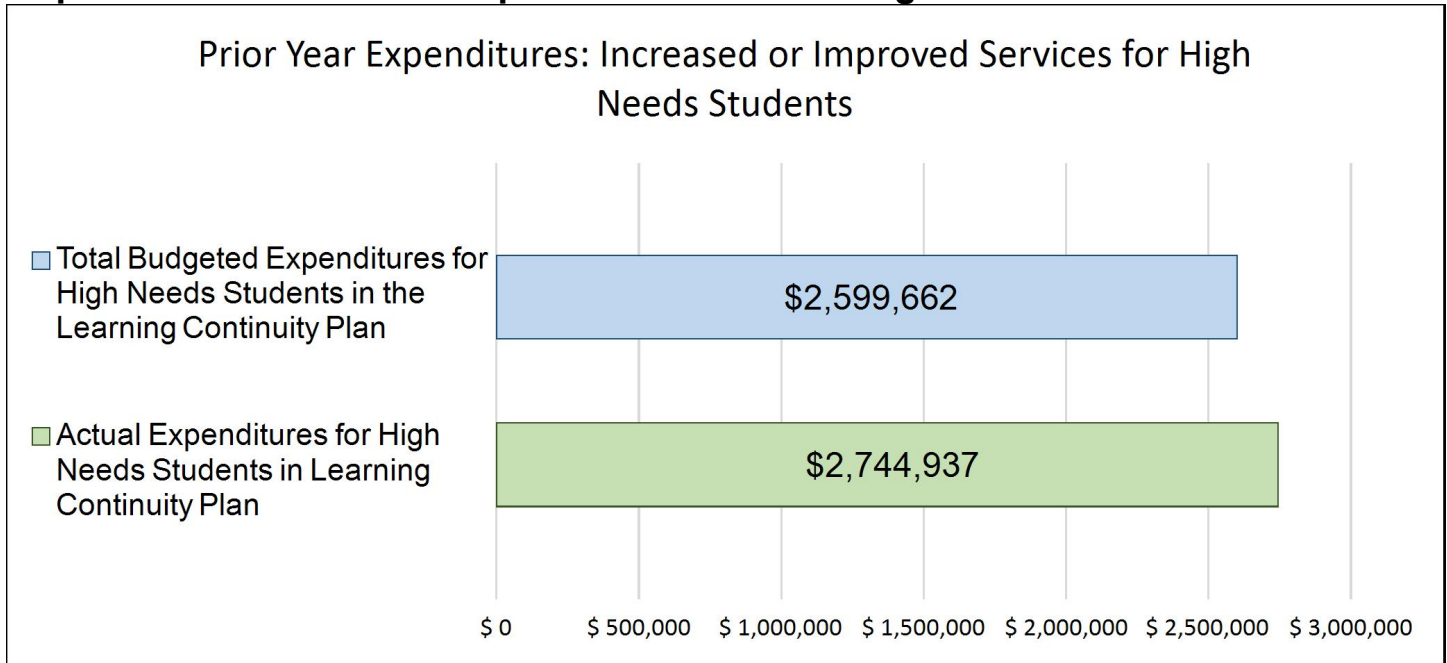
Staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs

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

In 2021-22, Heartland Charter School is projecting it will receive $3,585,611 based on the enrollment of foster youth, English learner, and low-income students. Heartland Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heartland Charter School plans to spend $4,426,361 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	$2,599,662
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,744,937

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

This chart compares what Heartland 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 Heartland 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, Heartland Charter School's Learning Continuity Plan budgeted $2,599,662 for planned actions to increase or improve services for high needs students. Heartland Charter School actually spent $2,744,937 for actions to increase or improve services for high needs students in 2020-21.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Heartland Charter School	Courtney McCorkle Executive Director	courtney@heartlandcharterschool.com 661-829-0099

Plan Summary [2021-22]

General Information

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

Heartland is a tuition-free, public charter school offering personalized learning for students in grades TK-12 participating in our non-classroom based, independent study model. Heartland is a single school local educational agency (LEA) authorized by Maricopa Unified in Kern County. We offer multiple educational programs and parents/guardians are key learning coaches and work with teachers and staff to customize their child's educational experience to address individual learning needs and styles. Under the supervision and direction of thoughtful, appropriately credentialed teachers, students achieve progress toward mastery of grade-level standards. Options for accessing curricular standards include direct instruction, online coursework, offline textbook and/or hard copy curriculum packages, project-based courses, and learning opportunities, such as field trips and career exploration programs.

Heartland Charter School's approach to learning is to develop the individual gifts of students in Kern County and adjacent counties to become critical thinkers, responsible citizens and innovative leaders prepared for academic and real-life achievement in the 21st Century. The mission will be accomplished through quality, personalized, standards-based education, which could include online coursework, offline textbook work, and unique hands-on and experiential learning experiences. The personalized learning plan will include focused learning opportunities. Heartland's school-wide learner outcomes (SLOs), help to provide a collective understanding of the intentions for education at Heartland upon which staff, parents, and students take action toward achieving:

Heartland students [are]:

- Heed the call to follow their passions, engage with the world, and think critically
- Engaged, lifelong learners
- Adaptive and creative in overcoming challenges
- Respectful and compassionate global citizens
- Trailblazers for individualized education

Heartland student demographics:
As of October 7, 2020 (California Basic Educational Data Systems, or CBEDS, census day), Heartland had 4661 students enrolled in grades TK-12, residing in Kern County and its adjacent counties. See below for more details:

Grade level breakdown as of 10/7/2020:
KN - 525 students*
1st- 464
2nd - 481
3rd - 460
4th - 433
5th - 428
6th - 381
7th - 364
8th- 355
9th - 247
10th - 202
11th - 192
12th - 129
*KN (includes Transitional Kindergarten and Kindergarten)

Total Males (number and %) 2325; 49.88%
Total Females (number and %) 2336; 50.12%

Ethnic Background Breakdowns (%)
American Indian/ Alaska - 24; 0.51%
Asian - 35; 0.75%
Black/African - 89; 1.91%
Filipino - 19; 0.41%
Hispanic - 1156; 24.80%
Native Hawaiian/Other Pacific Islander - 6; 0.13%
White - 2843; 61.00%
Multiple- 359; 7.70%
Missing -130; 2.79%

Socioeconomically Disadvantaged (determined by Household Data Form /Free/Reduced lunch): 1667; 35.76%
English Learners: 44; 0.9%
% speaking Spanish (41 students), 93.18% of EL students spoke Spanish, 0.88% of the total school
Students with disabilities/Special Education: 484; 10.38%

Foster Youth: 8; 0.17%
Homeless: 9; 0.19%
Migrant (if any-%): 0

LCFF unduplicated count (%) (Local Control Funding Formula; students who are designated as English Learner/Foster Youth/Socioeconomically Disadvantaged): 1923; 41.26%

As part of the basic educational program, Heartland Charter School provides:
1) Common Core aligned curriculum
2) Well-trained certificated, classified, and administrative staff
3) An average pupil-to-teacher ratio at or below 25 students per teacher
4) Special education services for identified students (Mild/Moderate and Moderate/Severe)
5) English Language Development services for identified students

Reflections: Successes

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

Since the school started in the 2018-19 school year, Heartland has met the standards for each of the local performance indicators on the California School Dashboard. In addition, during the 2019-2020 school year, when CAASPP testing was paused, Heartland continued to assist students in meeting standards and monitored student progress toward mastery through the use of local benchmark assessments and through the collection and review of student work samples. During the course of the 2020-2021 school year, Heartland has been guided by the Learning Continuity and Attendance Plan (LCP), and has seen success in providing an education with little disruption despite the challenges presented by the pandemic and in particular saw improvements in the arenas of college and career preparedness, our Multi-Tiered System of Support (MTSS), and English Learner instruction.

Heartland has seen an increase in college preparedness for students, with increased offerings and participation in CTE Pathways and more students taking community college courses. In addition, Heartland has seen an increase in students graduating having met all of the A-G requirements, such that they are prepared and eligible for entry to a four-year college or university upon graduation from high school.

Heartland has increased support of students through the implementation of a more robust Multi-Tiered System of Support (MTSS), with designated support based on needs identified and data collected during the Student Support Team (SST) process. Specific intervention staff work also with identified students who benefit from small group or 1:1 support as determined by the SST process. MTSS supports include, but are not limited to: online software intervention, such as MobyMax, to address learning gaps, live online instruction in small groups (English language arts and math), speech intervention, and social emotional intervention (including growth mindset and behavioral support). As s result of these supports and a clear MTSS system, Heartland is able to intervene quickly when a student is struggling.

Heartland has also continued to build a solid system of support for multilingual learners, whose first language is a language other than English. This year, all of Heartland's designated English learners (EL), also known as multilingual learners, are able to participate in English language development (ELD) via live online classes led by the English Language (EL) Coordinator, online and offline coursework with ELD embedded supports, such as Wonders, StudySync, and BrainPop ELL (English Language Learner). The development of learning strategies for English Learners is supported by each student's teacher, such as use of graphic organizers to support concept and language acquisition. Several multilingual learners have been able to achieve reclassification status in 2020-2021, in spite of the COVID-19 pandemic, as the learning and supports continued without interruption.

In assessing school climate, Heartland's stakeholders have provided feedback and there is a strong sense of engagement among students, staff, parents, and community members. According to the feedback from the hundreds of LCAP surveys, parents overwhelmingly (94%) feel that they have opportunities to take part in the decisions related to the education of their child, nearly 93% of students who responded to the student survey felt that Heartland provides a good education, and over 97% of staff feel that they have opportunities to share in collaboration and decision-making with other staff members.

Heartland will continue plan strategically with stakeholder feedback and identified needs in mind as we build upon our successes.

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.

Based on the most recent Dashboard data available from the 2018-19 school year and local data, Heartland has identified the need for continued support and improvement in the areas of English Language Arts and math instruction, strategic support for unduplicated pupils and students with disabilities, and college and career readiness. There was no Dashboard data for the 2019-2020 school year; when the 2020-2021 Dashboard data becomes available, we will again identify and assess needs. For the 2018-19 school year, Heartland did not have any performance categories in the "red" or "orange" performance categories and all local indicators were "Met." Performance gaps shown on the 2019 Dashboard have been and continue to be addressed through a more robust Multi-Tiered System of Supports (MTSS), greater supports added to the English Learner (EL) program, and additional staff support for foster and homeless youth.

English Language Arts and Math Instruction:
Heartland Charter School schoolwide performance levels on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC) English Language Arts (ELA) assessments in 2018-2019 were higher than the authorizing district, Maricopa Unified School District (MUSD), and below the State of California performance levels. In ELA, 36.38% of students Met or Exceeded the performance standards, which is 13.62 percentage points higher than the MUSD and 14.49 percentage points lower than State of California. For ELA, all student groups scored 40.8 points below standard, whereas African American students scored 59.8 points below standard, English Learners scored 79.3 points below standard, Hispanic students scored 51.1 points below standard, students of two or more races scored 44.5 points below standard, students identified as homeless scored 47.8 points below standard,

socioeconomically disadvantaged students scored 62.4 points below standard, students with disabilities (SWD) scored 126 points below standard, and White students scored 36.1 points below standard.

In Mathematics, 16.46% of the students Met or Exceeded the performance standards, which is 6.80 percentage point above MUSD and 23.29 percentage points lower than the State of California. For ELA, all student groups scored 93.1 points below standard, whereas African American students scored 119.8 points below standard, English Learners scored 140.7 points below standard, Hispanic students scored 109.7 points below standard, students of two or more races scored 89.9 points below standard, students identified as homeless scored 112.5 points below standard, socioeconomically disadvantaged scored 114.8 points below standard, students with disabilities (SWD) scored 167.3 points below standard, and White students scored 86.9 points below standard.

In reviewing CAASPP results from 2018-19, as well as benchmark testing results in 2019-2020 and 2020-2021, teachers and parents have identified areas of need in math and reading for individual students. As a result of these needs and performance gaps, Heartland has worked to develop a more robust Multi-Tiered System of Supports (MTSS) and is continually working to strengthen its support for students struggling in math and/or English language arts. When needs are identified through the Student Study Team (SST) meetings between teacher, parent, and certificated support staff, intervention support is then coordinated and data is collected and monitored. Tier 1 support includes the utilization of online platforms specifically used to target and close learning gaps. Such programs include Reading Horizons, MobyMax, and Mathletics. Tier 2 support involves online direct instruction and small group support. Tier 3 involves online direct instruction with teacher-to-student, individualized support. In addition to MTSS, over the past two years, teachers have worked within student achievement focus groups to develop curriculum resource lists for parents to highlight evidence-based all-in-one and supplemental curriculum for students in TK-8 and have developed literature-based units to target specific standards in the core content areas for TK-8th grades.

Support for Unduplicated Pupils and Students with Disabilities:
On the 2019 Dashboard, the English Learner Progress Indicator, showed 53.3% of English Learners were making progress toward English Language Proficiency. While this is considered in the "High" range on the Dashboard, Heartland continues to pursue excellence in providing a strong EL program. Furthermore, due to needs shown in the 2018-19 CAASPP results, 2020-2021 benchmark assessment results, student work samples, and in student learning period meetings between the teacher, the learning coach/parent and the student, English Learners have shown need for more opportunities to listen to native speakers of English, to speak with others in English, and to learn and practice writing in English. During the COVID-19 pandemic, there were some barriers to in-person opportunities for speaking, listening, and writer's workshops, so this type of interaction and instruction occurred virtually via vendor programs, online curriculum platforms, and online tutoring and workshops. Heartland has also provided direct English Language Development instruction (ELD) in addition to the daily ELD support from the student's learning coach. Heartland EL students have had access to attend live online ELD classes with their peers taught by the EL Coordinator. In addition to their grade-level curriculum with embedded ELD support, Heartland EL students have had regular access to supplemental resources, such as BrainPop ELL (2020-2021) and English in a Flash (2019-2020).

Based on the most recent CAASPP data as reported in DataQuest, Students identified as coming from a socioeconomically disadvantaged (SED) household scored lower in English Language Arts (ELA) and Math that non SED students:
ELA: 28.54% met or exceeded the standard (SED) vs. 41.49% met or exceeded the standard (non-SED)
Math: 11.91% met or exceeded the standard (SED) vs. 19.31% met or exceeded the standard (non-SED)

There was not a significant enough number of foster youth to have reportable data for CAASPP, however via our internal needs assessment, foster youth have typically experienced trauma prior to becoming a foster youth. There is a significant body of research which supports the idea that past trauma can interfere with learning. Academic, emotional, mental, and/or behavioral supports are needed to assist in moving a student forward in their academic achievement. In terms of the data regarding homeless students, who have and may continue to be experiencing challenges related to not having a regular home, the 2018-2019 CAASPP data shows
ELA: 26.92% met or exceeded the standard (homeless) vs. 36.68% met or exceeded the standard (not homeless)
Math: 7.41% met or exceeded the standard (homeless) vs. 16.63% met or exceeded the standard (not homeless)

Regarding the most recent CAASPP scores for students with disabilities (SWD) from 2018-19 show a performance gap:
ELA: 11.48% met or exceeded the standard (SWD) vs. 37.59% met or exceeded the standard (students with no reported disability)
Math: 1.59% met or exceeded the standard (SWD) vs. 17.21% met or exceeded the standard (students with no reported disability)

As a result of both qualitative and quantitative data, Heartland recognizes the continued need to provide support for unduplicated pupils and students with disabilities via specific certificated support staff (e.g. EL Coordinator, Foster/Homeless/SED liaison, Special Education teachers) as well as to increase professional development for teachers to support students within these student populations specifically, as well as for struggling learners. Teacher toolkits are being developed to increase clarity and support for students. Furthermore, Heartland's Multi-Tiered Systems of Support will continue to be utilized to identify and address academic, social/emotional, mental health, and behavioral needs. Students with disabilities are served via the individualized education plan (IEP) and these plans and student progress are evaluated on an ongoing and regular basis. Further efforts are underway to augment support for parents via parent education workshops, Heartland intends to better equip parents in supporting their students' learning.

College and Career Readiness:
We are addressing our self-identified student needs through several initiatives including collaborating with local colleges to increase the number of concurrent enrollment and Career Technical Education (CTE) courses available to students. Further, we are reviewing our CTE course pathways and codes within our Student Information System to better track student completion of CTE course sequences. We recognize that there is a strong need to increase college and career readiness, as identified in the 2019 College and Career Indicator of 14.6% Prepared.

LCAP Highlights

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

For this three-year LCAP cycle, we are adding Actions/Services intended to help improve our students college and career readiness, increase student achievement, augment supports for all students, including for unduplicated pupils and students with disabilities, as well as to increase school-wide and community engagement, including:
- Establishing and maintaining best practices toward monitoring content mastery for all students (Goal 1, Action 2)
- Providing access to a broad course of study, including opportunities for career exploration, academic clubs, and leadership opportunities (Goal 1, Action 3)

- Prepare all students for college and careers upon graduation from high school, with specific focus upon unduplicated students (Goal 1, Action 4 and Goal 2, Action 1)
- Utilize the Multi-Tiered System of Supports to identify student needs (social, emotional, academic, behavioral, etc.) and individualize support for all students (Goal 1, Action 5)
- Providing targeted professional development for teachers to support students who are performing below grade level standard on the Smarter Balance Assessment or STAR360 (Goal 1, Action 5)
- Augmenting support for unduplicated pupils (foster youth, English Learners, and socioeconomically disadvantaged students (Goal 1, Action 6 and Goal 2, Action 2)
- Increase student achievement via curriculum development practices, teaching strategy implementation, and lesson/unit design, and structured meetings. (Goal 1, Action 7)
- Implementing streamlined communication and curriculum support for families to support a broad course of study (Goal 2, Action 3)
- Developing and implementing parent education workshops, an engagement policy, and community events (Goal 2, Action 4)

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Gathering input about programs and plans from parents, students, staff, and the community is a foundational practice at Heartland. Each year, Heartland uses a variety of methods to gather feedback from its stakeholders, which fosters trust, accountability, and growth. This quantitative and qualitative data acts as a key catalyst in our cycle of continuous improvement and the wealth of information gathered allows Heartland to continue to cultivate a positive, personalized learning environment.

More formal engagement strategies used by Heartland have included a combination of surveys and meetings from which we glean input for the 2021-2024 Local Control Accountability Plan. Parents; staff members, including the executive director, other administrators, teachers, other certificated support and classified support staff, and students were encouraged to offer their feedback via Google form surveys. These anonymous surveys included ranking questions, multiple choice feedback, and free response to include ideas, concerns, and suggestions. Topics addressed in surveys included questions related to school climate and operations, basic needs, and the types of supports the various stakeholder groups felt were needed. In addition, members of the Heartland community, were able to provide input via public board meetings and English Learner Advisory Committee (ELAC) meetings. There were no comments submitted by the English Language Advisory Committee which needed a written response from the Executive Director. School administrators have also met as a group to review data and needs of the school. Before finalizing the LCAP, there will be a open public hearing to share the draft of the 2021-2024 LCAP documents with the public, including the school community.

Informal engagement strategies have been utilized throughout the year, such as in conversations between administrators and parents, monthly family meetings (between teacher, parent, and student), as well as via staff professional development sessions, informal input was also gathered toward understanding student needs for consideration of next steps with regard to potential actions and services for the next LCAP.

Timeline of Formal Stakeholder Input:
March through June 2020 (COVID-19 Operations Written Report) - Certificated staff and classified staff met via ZOOM to conduct leadership meetings to address school operations and consulted on learning loss mitigation, solutions included the development of a parent and community website specifically geared to further support students learning at home; Certificated Support Staff also met via ZOOM with parents and students regularly, to support student learning and to assess needs of individual students; Certificated Support Staff met in regional cohorts to assess and address student needs.

August-September 2020 (Learning Continuity and Attendance Plan-20/21) - Certificated staff and classified staff met via ZOOM to conduct leadership meetings to address school operations and consulted on learning loss mitigation, solutions included the development of a parent and community website specifically geared to further support students learning at home; Certificated Support Staff also met via ZOOM with parents and students regularly to support student learning and to assess needs of individual students; Certificated Support Staff met in regional cohorts to assess and address student needs

October 2020-May 2021 - English Learner Advisory Committee (ELAC) met to give input regarding student needs of English learners. In the fall, the ELAC and school administrators started and conducted a root-cause analysis needs assessment, which included an anonymous survey for parents of EL and RFEP students on the committee, and the committee continued to give input related to student needs at each meeting to provide additional feedback and clarification of needs. The committee met every other month and was presented with a rough draft of LCAP goals and actions at the meeting on May 13th.

February-April 2021 - Separate, anonymous response, LCAP surveys were sent to each of the following groups: parents/guardians, staff (including administrators), and students. The survey for parents and the survey for students was also made available in Spanish and was utilized. Heartland received a response from about 47% of the approximately 2800 families, including parents and students (1344 responses received). About 70% of the school staff responded to the staff survey (181 responses received). Staff responses included those of administrators, teachers, other certificated support staff, and classified staff.

January-May 2021 - The timeline for the development of the LCAP and the updates on goals and actions were shared with the Board of Directors for Heartland, with the final approval scheduled for the regular board meeting held on June 24, 2021.

January-May 2021 - The administrative team, including the Executive Director (Superintendent and Principal), met weekly to address school needs and planning for the 2021-2022 school year and beyond. Administrators (including the Director of Curriculum, the Director of Instruction, the Deputy Executive Director, and the Director of Special Education and Student Support Services) spent dedicated time to review data in their team meetings with other staff members (eg. high school team, intervention staff, liaisons for EL and foster/homeless youth) to note needs to be addressed in the LCAP.

May 2021 - Heartland administrators reviewed the planned LCAP goals and actions with SELPA representative on May 6, 2021.

June 2021 - At regular public meeting on June 1, 2021 the LCAP was presented was held prior to its adoption at the regularly scheduled board meeting on June 24, 2021. The LCFF Budget Overview for Parents was included in a public hearing on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Specific feedback provided by Heartland stakeholder groups is highlighted below:

Parents:
- "More intervention support for students."
- "More opportunity for students to interact socially."
- "Ongoing support needed from my child's teacher and counselor."
- "Help with curriculum, clear descriptions of options."
- "Intervention teachers that give one-on-one support."
- "Advice on curriculum options (A-G, CTE, electives, etc.) to ensure my child's needs are met."
- "Please provide a high school orientation packet for parents."

- "There have been changes because of the pandemic and many students in our school community don't have the same level of socialization they had in the past. I would like to see more community events in the future."
- "We need more clubs to join that promote leadership in students."
- "Please offer more academic activities on different days and times, possibly clubs, science fairs, etc."

Students:
- "I would like to participate in robotics/STEM classes."
- "I would love to have Explorers in person."
- "Offer tech-based, career-training."
- "I want to have more interaction with other students."

English Learner Advisory Committee (ELAC):
- Increase opportunities to speak English outside the home; exposure to English
- More curriculum support and direct instruction
- A more structured approach learning period meetings and teacher support and monitoring of student progress.
- Greater interaction with other students
- More time for live virtual classes

Teachers:
- "Once students reach high school, some parents do not feel equipped to teach the core subjects." "More opportunities to collaborate with other kids and group projects."
- "There are so many options that it can be overwhelming to sort through them all. To remedy that situation, it would be amazing if we could provide more informative curriculum flyers, videos, and guidelines to help steer families to the curriculum that would best meet their student's needs.
- "It is at times a challenge to find an appropriate curriculum for students who are performing below grade level and ensuring that they are receiving instruction and support on the I CAN statements for their grade level throughout the year."
- "I think a strong writing curriculum is a must."
- "More high school guidance to meet the needs like CTE, Graduation status."
- "Curriculum presentations for teachers for all grade levels or bring in curriculum presenters from various companies."
- "I would love to see a parent workshop at the beginning of the school year for parents so they can exchange ideas about what works for them."

Other certificated employees:
- "COVID isolation is a barrier especially for students who learn by doing. Social emotional support and intervention is a need."
- " I would love to see more courses for parents on instruction, strategies, and overall implementation of curriculum on a school day. This could include recorded trainings, live instruction."
- "I want parents to feel more confident and engaged in assisting with providing supports and interventions when their child requires it."

Principal (Executive Director):
- "Individualized education is the motivation behind all of our programs. I desire to see new and innovative ways that we can serve our students in academic achievement and excellence in a broad course of study. Early intervention, monthly parent education workshops and teacher professional development, access to a broad course of study, and specifically picked curriculum to compliment student learning goals and strengths are hallmarks of what we are and how we are improving."

Other administrators:
- "I look forward to seeing a continued increase in collaborative efforts between the students, parents, staff, and community in an effort to improve our educational partnership. This collaboration can be strengthened through the implementation of our monthly parent university, parent participation in our local clubs/Explorers programs/field trips, high school orientations, monthly parent newsletters, college and career fairs, and enrollment information sessions."
- "I would like to see continued building upon the Multi-Tiered System of Support, professional development related to best practices in supporting all students, and specifically struggling learners, those performing below grade level on benchmark and state testing, unduplicated students, and students with disabilities. In addition, the Heartland community would benefit from a comprehensive plan for parent and family engagement that includes parent input, as well as continuing to streamline of communication and increase parent education opportunities."
- "It has been incredible to observe Heartland team members gathering data and working closely to determine how to best support struggling students. This year, multi-tiered interventions were utilized to support students, ensuring successful progress and/or identification of learning struggles. As the year progressed, the team met regularly to continue shaping the intervention process. In addition to customizing the intervention process to meet the needs of the Heartland community, monthly professional development was made available to staff, as well as ongoing information sharing in a staff newsletter. Over the next few years, this team will continue to collect data and shape the program to meet Heartland needs."
- "Through many of Heartland's academic programs, such as Explorers, CTE offerings, clubs, and ASB, students, parents, staff, and community members have worked in partnership. This partnership has created a stronger community, which is exciting to watch! Going into next year, staff and students are committed to working even more closely alongside one another, furthering student offerings and community collaboration."
- "Heartland created and implemented a highly effective MTSS to best support all needs of students. The members of the team are incredible intervention specialists that have used data via assessments and progress monitoring to align with student needs. This has been a huge value as students have been able to receive their individual needs quickly and with fidelity."
- "Families have been engaged and collaborative through the redesigned SST process as well as supporting our MTSS. Additionally, in the department of Special Education, parent socials/training has been implemented for parents to better learn to support their children in the home setting with the strategies used in the education environment. This not only has given parents an opportunity to learn but to also engage with staff and other parents to seek out the best strategies to support their students."

Classified employees:
- "Now that things are opening up, I would like to work to bring more field trips and events to our families."

- "I want to continue to work on refining our processes for communication and systems to help support staff and students."
- "I would like to see our school offer workshops and webinars to support parents in learning more about curriculum and other topics that are relevant to their needs."
- "We have been thinking about practical ways to take library items to our families. Having meet-ups, park days, and special events could be a really successful way to get items to families."
- "As employees, we try so many different ways to be helpful and resourceful to our families and their educational needs for their students. We communicate with them through email and phone calls and we are very responsive. We just need to make sure we continue
striving to keep that relationship with our families."
- "When it comes to events, we haven't had too many in-person events due to COVID-19, but we did do some events on Zoom. Hopefully, we see some more in-person events in the future."
- "For parent education, we do our best to help our families be successful in their needs. We need to continue that and make it more vocal to families that they can really reach out to us for anything so they don't ever feel stressed."
- "For the Lending Library, I would like to see more families utilizing the Lending Library. In my department, it is hard to see how many families use it, but they have so many great things for students to use, it is awesome!"
- "I would love to see more of what our students get to do in their individualized learning. I wish I got the opportunity to meet some of our amazing students. I know we have great students at Heartland."

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

Heartland parents, including those involved in the English Learner Advisory Committee (ELAC), teachers, and administrators desire ongoing support for students to ensure that there are structures in place to monitor and assess student progress toward student achievement in learning the state standards (I CAN Statements). As an independent study model, it is important for staff and parents/learning coaches to work collaboratively in the implementation of state standards to assure that students are working toward achieving the standards and to use assessment and data to measure progress and outcomes, so Goal 1, Action 2 has been included in the LCAP:

Establishing and maintaining best practices toward monitoring content mastery for all students (Goal 1, Action 2).
Strategies/Resources:
a) Professional Development and Collaboration - Instructional staff will meet within their local professional learning communities each month to receive professional development training and to share/discuss best practices and resources for supporting student learning and achievement toward content standard mastery in an independent study model.
b) Benchmark Assessments - Teachers will administer local interim benchmarks (STAR 360) to all students to identify the standards not yet mastered and prepare for state testing in English Language Arts and Math.
c) Progress Monitoring - Teachers will work with parents and students on progress-monitoring toward content mastery with the use of Assignment Work Records, online platform monitoring and benchmark assessment reports. Counselors and teachers will identify, create a plan, and monitor students at risk to help close the achievement gap.

As an independent study model, it is important for staff and parents/learning coaches to work collaboratively to plan for and implement a broad course of study for each student such that each student has opportunities to learn both within and outside the core content areas. Heartland parents, students, the Executive Director, other administrators, and classified staff desire more opportunities for academic activities and events, and wish to ensure access to a broad course of study, so Goal 1, Action 3 was written with this in mind:

Provide access to a broad course of study, including opportunities for career exploration, academic clubs, and leadership opportunities (Goal 1, Action 3).
Strategies/Resources:
a) Broad Course of Study (Grades 1-6) - Provide all students with access to a broad course of study including opportunities to learn in disciplines such as music, visual and performing arts, health/physical education.
b) Broad Course of Study (Grades 7-12) - All secondary students will have the opportunity to participate in Visual and Performing Arts (VAPA), Career Technical Education (CTE), and certain community college courses for middle and high school students for which they are eligible.
c) Explorers Program - Students will have access to learn about career paths through the Explorers Program,
d) Academic Clubs and Leadership Opportunities - Students may participate in clubs, leadership courses, and/or participate in the student council or ASB (associated study body).
e) Field Trips - Students may extend their learning via field trips to local zoos, museums, botanical gardens, etc.

In alignment with the school-wide learner outcomes (SLOs), teachers, administrators, and parents/learning coaches desire to work collaboratively to ensure that all students are prepared for life after high school graduation, such that students will be equipped for success in post-secondary education and their future careers. To meet these wishes to prepare all students for college and careers upon graduation from high school, with specific focus upon unduplicated students, Goal 1, Action 4 has been included:

Prepare all students for college and careers upon graduation from high school (Goal 1, Action 4).
Strategies/Resources:
a) Targeted Professional Development - Professional development will be provided to administrators and teachers to ensure all high school students, including students with disabilities and unduplicated pupils (English learners, socioeconomically disadvantaged, and foster youth) demonstrate preparedness as measured by College Career Indicator (Dashboard)
b) College and Career Learning Opportunities for Students - Continue to increase exposure to career pathways through the Explorers program and college and career fairs.
c) Individualized Graduation Plans - Teachers and other certificated staff (counselors, high school success coordinator) will generate and review individualized graduation plans for all high school students, including students with disabilities and unduplicated pupils, on a regular basis with students and their parent/learning coach in order to enroll students in courses that will lead toward their post-graduation goals. Teachers will continue to generate and monitor Individual Graduation Plans (IGPs) and the review/adjustment procedure that includes reviewing individual grades after each grading period.
d) Communication and Collaboration- Teachers and other certificated staff (counselors, High School Success Coordinator, and Director of Curriculum, Director of Instruction, Coordinator of Family Support, Coordinator of Teacher Support, etc.) will work collaboratively to make students aware of the college and career courses available, as well as awards for achievement, (e.g. Seal of Biliteracy; Golden State Merit

Award), via high school orientation meetings, learning period meetings with parents and students, emails to parents, school newsletters, flyers/programs for events and fairs, community college guides, awards checklists, etc.

Heartland teachers and administrators have discussed the need for greater support for students who are performing below grade level on state and/or benchmark assessments. Teachers, other certificated staff, parents, and administrators have also expressed that having excellent intervention systems and structures in place will meet the needs of all students, as whole persons, including their needs for social, emotional and academic support, and so Goal 1, Action 5, has been included. In addition, this proposed action and strategies below it are written with equity in mind, such that professional development and support is focused in upon reaching all learners, including unduplicated pupils.

Utilize the Multi-Tiered System of Supports to identify student needs (social, emotional, academic, behavioral, etc.) and individualize support for all students (Goal 1, Action 5):
Strategies/Resources:
a) Online Virtual Instruction License Assignments - e.g. MobyMax, Learning Ally, etc.
b) Tutoring - e.g. Tutor.com, other vendor support, tutoring stipend
c) Targeted Professional Development - For teachers to support students, including students with disabilities, foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and English learners, who are performing below grade level standard in ELA and/or Math on the California Assessment of Student Performance and Progress (CAASPP) or STAR 360, an internal benchmark assessment.
d) SST Coordinator and Certificated Intervention Support - SST coordinator oversees SST process and implementation, oversees and assists in monitoring tiered-support and student progress; Intervention Support Teachers provide Tier-2 and Tier-3 support in math, ELA, speech, and social/emotional/behavioral support
e) Summer Support - Students involved in tiered intervention will continue to have access to self-paced, online intervention support in the summer

To close achievement gaps and ensure that parents, teachers, and all students, especially unduplicated pupils (English learners, low-income students, and students in foster care) are equipped for success, it is important to implement strategies and ideas expressed via stakeholder feedback, including from the English Learner Advisory Committee (ELAC), parents, administrators, teachers, other certificated staff, and classified staff. In an effort to close achievement gaps and remove barriers to success in high school and beyond, Heartland desires to investigate what barriers exist for students, especially unduplicated pupils, in an effort to find and create solutions through resources and processes designed to remove barriers. Goal 1, Action 6, Goal 1, Action 7, Goal 2, Action 1, and Goal 2, Action 2 have been included in the LCAP for the purpose of focused, augmented support and implementation of specific strategies for unduplicated pupils (foster youth, English Learners, and socioeconomically disadvantaged students).

Provide English Learners with an increasingly comprehensive approach to support their language acquisition (Goal 1, Action 6).
Strategies/Resources:

a) Targeted Professional Development - Will be provided to help guide and support administrators, counselors, and teachers in addressing academic needs of English Learners and their families including administering the English Language Proficiency Assessment for California (ELPAC), identifying ELs, administering language surveys, and coordinating English Language Development (ELD) instruction.
b) EL Coordinator Position - Continue to provide this position to address specific needs of EL and RFEP students, including progress monitoring, ELD curriculum support, ELD instruction, participation in the English Learner Advisory Committee (ELAC) and DELAC (if threshold met), and augmented communication with teachers and families.
c) Online English Learner Direct Instruction (designated ELD) - Students have access to curriculum with embedded ELD support, via curricula like Wonders, StudySync, etc, and have designated and integrated ELD instruction. In addition, there will continue to be designated ELD support offered via the live online English Support class taught by the EL Coordinator, in order to address needs for time with speaking and listening in English (in addition to reading and writing). ELD standards are addressed to focus upon language acquisition, and classes incorporate learning surrounding grammar, vocabulary, word choice, spelling, punctuation, as well as reading comprehension, literature analysis, listening, and speaking.
d) Supplemental Curricular Support for Language Acquisition - EL students have access to BrainPop ELL, Lexia, and WordlyWise to augment the curricular support for language acquisition and content accessibility, such that students are further equipped to achieve mastery in content area standards as well as ELD standards.
e) EL Toolkit - Heartland will offer an EL Toolkit designed to help teachers and parents with strategies to assist students in accessing and mastering content standards. In addition, the toolkit will incorporate a monthly ELD standards checklist to guide parents/learning coaches and teachers in supporting the achievement of these standards.
f) Parent Education and Support - Workshops for parents will be offered to support parents/learning coaches in understanding and supporting their child's language acquisition in English and their home language, as well as allowing for sharing of ideas for success. Parents will have opportunities to collaborate, coach, and be mentored by other parents of EL students.
g) English Learner Advisory Committee - Heartland currently has 38 EL students and has an ELAC which meets regularly throughout the year with the EL/ELPAC Coordinator and at least one administrator. Parents involved include those who are parents of EL and RFEP students. Teachers and other parents are invited to attend. The primary purpose of the ELAC is to help direct and guide EL actions and services. Other topics of interest and information are also shared in the ELAC meetings. Translation is provided as needed.
h) Teacher Credentialing - All English Learners are supported by teachers carrying the proper credentialing authorizations to teach and support English Learners (e.g. ELA, CLAD, BCLAD).

Increase student achievement via curriculum development practices, teaching strategy implementation, and lesson/unit design, and structured meetings. (Goal 1, Action 7)
Strategies/Resources:
a) Curriculum Development - Teachers will work on lesson and unit design for thematic literature-based units in an effort to provide learning opportunities and assignments designed to assist students in content mastery in English language arts, social studies, and science.
b) Literature-Based Units - Thematic, literature-based units will be available for student use and will include a parent guide, as well as assignments and activities designed to promote mastery of standards in ELA, social studies, and science.
c) Teacher Toolkit - The toolkit will be designed and implemented with student needs in mind and will include tips and strategies for parents to support learning at home.

d) Thinking Maps - These copyrighted graphic organizers will be utilized by teachers and families to support student learning. Each map (graphic organizer) supports a particular thinking skills, such as comparing and contrasting, classifying, or cause and effect. The strategy will involve teacher training and a site license.

Implement four-year graduation rate needs assessment through root cause analysis with a focus upon unduplicated pupils (Goal 2, Action 1).
Strategies/Resources:
a) Collaboration and Professional Development - School counselors, the high school coordinator, the directors of curriculum and instruction, other leaders, and teachers will be involved in a root cause analysis process to determine needs in order to remove barriers. Consultants may be used to support this process.
b) Systems/Resources - Once the certificated teams have investigated what barriers exist for students, especially unduplicated pupils and students with disabilities, they will work to generate solutions through the provision and creation of resources and processes designed to remove barriers. Consultants may be used to support this process.

Provide a foster/homeless youth/socioeconomically disadvantaged (SED) liaison position to address specific needs of foster/homeless youth/SED students including proactive monitoring of socio-emotional needs, access to technology, and basic needs (Goal 2, Action 2).
Strategies/Resources:
a) Foster/Homeless/SED Liaison - The liaison will work with teachers, staff, and families to track needs and assist in meeting those needs using internal (school) and external (community/state/federal) resources.
b) Professional Development- The liaison will assist in providing professional development for teachers and staff serving students identified as foster/homeless/SED. The liaison may also assist in bringing outside consultants to provide professional development.
c) Communication and Outreach - The liaison will work with family liaisons and other staff to communicate about resources via newsletters, emails, flyers, etc.
d) Establishing and Maintaining Protocols - The liaison will work with staff members to establish and maintain consistent protocols for support for students who are identified as foster youth, homeless, and socioeconomically disadvantaged.

Classified staff, teachers, other certificated staff, parents, including those involved in ELAC, the executive director, and administrators have expressed the need for clear communication, parent education and engagement, and curriculum support. With this in mind, Goal 2, Action 3 and Goal 2, Action 4 were written. Communication and curriculum support for parents and learning coaches are keys to student success. Family liaisons support the academic program by working with teachers and other school staff to communicate with families about upcoming events and workshops, as well as student programming options. Implementing streamlined communication and curriculum support for families to support a broad course of study is imperative. Lending library specialists assist in helping parents, learning coaches, teachers, and other staff in utilizing additional books and academic items to supplement and support learning and access to a broad course of study. Developing and implementing parent education workshops, an engagement policy, and community events are key needs and parents are vital to the success of Heartland and education in general. As learning coaches, parents play an important role as drivers of education for their students. It is important to collaborate with and involve parents in the development of a strong and supportive school climate that supports all learners. Through events, parent education, and policy, Heartland aims to equip parents with the resources, information and sense of community needed to assist in helping their students thrive

Provide family liaison positions to support programming and school communications (newsletter, social media, website, etc.) and lending library specialist positions to support curriculum education and expertise for teachers and parents (Goal 2, Action 3).
Strategies/Resources:
a) Family Liaisons - Support programming and school communications (newsletter, social media, website, etc.); assist with parent education workshops.
b) Lending Library Specialists - Support curriculum education and expertise for teachers and parents; provide curriculum workshops for parents.
c) Communication Tools - Use of web support (Beehively), communication/marketing programs (e.g. Canva), and social media.
.
Develop and implement school community events, a family engagement policy, and parent education workshops, including workshops to support parents of students with disabilities and parents of English learners (Goal 2, Action 4).
Strategies/Resources:
a) Community Events - Certificated and classified personnel will collaborate to provide community events for the school, such as back-to-school events, graduation, etc.
b) Family Engagement Policy - Staff with the collaboration of parents will formulate a family engagement policy to outline key ideas to support family engagement and a positive school climate.
c) Parent Education Workshops - Certificated and classified personnel will collaborate to provide parent education workshops, such as supporting students with special needs, organization and time management support for students, learning styles, etc.

Goals and Actions

Goal

Goal #	Description
1	By 2024, Heartland will increase student achievement for academic success through a personalized learning approach, with an emphasis upon closing achievement gaps through the use of a clearly outlined Multi-Tiered System of Support, professional development, and access to a broad course of study. (LCFF Priorities: 1, 2, 4, 7 & 8)

An explanation of why the LEA has developed this goal.

State Indicators:
Priority 1: Basic Services
Priority 2: Implementation of State Standards
Priority 4: Pupil Achievement
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes

This goal and the proposed actions and service it entails are written with transparency and coherence in mind. In the cycle of continuous improvement, this focuses upon the school's Schoolwide Learner Outcomes (SLOs). SLOs are a part of our school culture: they reflect our school vision, the College and Career Readiness standards, and the personalized education of the whole child. We are determined to ensure that the systems and structures in place will meet the needs of all students, as whole persons, including their needs for social, emotional and academic support. In addition, this goal and the proposed actions and service below it are written with equity in mind, such that professional development and support is focused in upon reaching all learners, including unduplicated pupils and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1-Basic Services (Local Indicator): 1. A. Teachers in the LEA are appropriately assigned and fully	100% of teachers are appropriately assigned and fully credentialed in the subject area for the				100% of teachers are appropriately assigned and fully credentialed in the subject area for the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed in the subject area and for the pupils they are teaching (SARC/HR Department)	pupils they are teaching.				pupils they are teaching.
1. B. Pupils in the LEA have sufficient access to the standards-aligned instructional materials (SARC/Williams Resolution for Board)	100% of students have sufficient access to standards-aligned instructional materials.				100% of students have sufficient access to standards-aligned instructional materials
1.C. School facilities are maintained in good repair (SARC / FIT)	N/A - Non-classroom based; no student facilities				N/A - Non-classroom based; no student facilities
State Priority 2- Implementation of State Academic Standards (Local Indicator): 2. A. The implementation of state board adopted academic content and performance standards for all students (Dashboard)	Assignment Work Record (AWR) - 100% of grade level standards assigned; teacher grades student proficiency toward standard in each course or content area each learning period				Assignment Work Record (AWR) - 100% of grade level standards assigned; teacher grades student proficiency toward standard in each course or content area each learning period with at least 75% of standards met by the end of the school year for each student
2. B. How the programs and services will enable English learners to access the CCSS and	33% of EL students are at or above grade level in math and reading				36% or higher of EL students are at or above grade level in math and reading

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Curriculum and Instruction / Benchmark Data)					
State Priority 4-Pupil Achievement (Statewide Indicator): 4. A. Statewide assessments (Dashboard/ DataQuest/CAASPP Results)	2019 Dashboard CAASPP results: ELA - 36.38% Met or Exceeded the performance standard Math - 16.46% Met or Exceeded the performance standard				2024 Dashboard CAASPP results: ELA - 40% or more Met or Exceeded the performance standard Math - 20% or more Met or Exceeded the performance standard
4. B. The percentage of pupils who have successfully completed A-G requirements (Dashboard College/Career Measures Reports & Data)	2019 Dashboard College/Career Measures Reports & Data (How Met Prepared): 14.3% completed A-G requirements				2024 Dashboard College/Career Measures Reports & Data (How Met Prepared): 33.3% or more met prepared via completion of A-G requirements (Dashboard Additional Reports)
4. C. The percentage of pupils who have successfully completed courses that satisfy the requirements for	2019 Dashboard College/Career Measures Reports & Data (How Met Prepared): 14.3%				2024 Dashboard College/Career Measures Reports & Data (How Met Prepared):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
career technical education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks (Dashboard CCI and Additional Reports / CALPADS 3.14 & 3.15)	completed CTE Pathway sequence				20% or more Met Prepared via completion of a CTE Pathway (Dashboard Additional Reports)
4. D. The percentage of pupils who have successfully completed BOTH requirements for entrance to UC/CSU (A-G Requirements) and completed courses that satisfy the requirements for CTE sequences (CALPADS 15.2)	2019-2020 - 0% of pupils successfully completed BOTH the requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (CALPADS 15.2)				By 2024 - at least 5% of pupils successfully completed BOTH the requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (CALPADS 15.2)
4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC (Dashboard ELPI-Status)	2019 ELPI-55.3% of ELs were making progress toward English language proficiency				58% or more of English Learners making progress toward English Language Proficiency as shown after the 2023-2024 Dashboard (ELPI)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. F. EL reclassification rate (DataQuest)	2019-2020 Reclassification Rate - 31.8%				TBD by the 2020-2021 RECLASSIFICATION RATE
4. G. The percentage of pupils who have passed an advanced placement (AP) examination with a score of 3 or higher (Dashboard Additional Reports; College and Career Measures Reports)	2019 College and Career Measures Reports (How Met Prepared): 0% scored a 3 or higher on an AP exam.				By 2024 at least 1% of high school students will pass an AP exam with a score of 3 or higher. (This is dependent upon student course selection. Students may choose concurrent enrollment instead of AP).
4. H. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness (Dashboard Additional Reports; College and Career Measures Reports)	2019 College and Career Measures Reports (How Met Prepared): 57.1% ELA/Math CAASPP Score of 3 or higher				2024 College and Career Measures Reports (How Met Prepared): 60.1% ELA/Math CAASPP Score of 3 or higher
State Priority 7-Access to a Broad	2020-2021: 100% of students have access to a broad course of				2024: 100% of students have access to a broad course of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course of Study (Local Indicator) 7. A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable (Local Data-vendor list, SIS)	study (vendor list and School Pathways course report)				study (vendor list and School Pathways course report)
7. B. Programs and services developed and provided to unduplicated pupils (Local Data-vendor list, SIS)	2020-2021: 100% of these student populations have access to a broad course of study and/or programs (vendor list and School Pathways course report)				2024: 100% of these student populations have access to a broad course of study and/or programs (vendor list and School Pathways course report)
7. C. Programs and services developed and provided to individuals with exceptional needs. (Local Data-vendor list, SIS)	2020-2021: 100% of students with disabilities have access to a broad course of study and/or programs (vendor list and School Pathways course report)				2024: 100% of students with disabilities have access to a broad course of study and/or programs (vendor list and School Pathways course report)
State Priority 8-Outcomes in a Broad Course of Study (Statewide Indicator) 8. A. Pupil outcomes, if available, for courses described under EC sections	TK-11: 70% of students making at least one year of progress in math and reading per benchmark assessment growth				TK-11: 73% or more of students making at least one year of progress in math and reading per benchmark assessment growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
51210 and 51220(a)-(i), as applicable. . (Local Data, Dashboard-College and Career Indicator-CCI)	reports (Renaissance STAR 360 data) 12th grade: 2019 College and Career Measures Report: 14.6% Prepared (CCI)				reports (Renaissance STAR 360 data) 12th grade: 2019 College and Career Measures Report: 17.6% Prepared (CCI)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitoring Instructional Material Access	1.1 Monitor instructional material access for all students (LCFF Priorities 1.A., 1.B., 2.B.) WHAT: This action and the strategy below will ensure that all students have sufficient access to the standards- aligned instructional materials. WHO: Teachers will implement this action; All students will be served by this action, including English learners, students with disabilities, foster and homeless youth, socioeconomically disadvantaged students, and students receiving intervention support. OUTCOME/MEASUREMENT: 100% of students have sufficient access to standards-aligned instructional materials. This will be noted on the student's Assignment Work Record. WHY: As an independent study model, students may use a variety of curricular options to support their learning and it is important for staff to ensure that the student has access to grade-level, standards-aligned curriculum. STRATEGIES/RESOURCES: a) Standards-Aligned Instructional Materials - Teachers will ensure that all students, including English learners, students with disabilities, foster and homeless youth, socioeconomically disadvantaged, and	$12,626,119.00	No

Action #	Title	Description	Total Funds	Contributing
		students receiving intervention services have appropriate and accessible materials to support their learning of grade-level content standards when reviewing the student's learning plan within the first month of school and going forward on a monthly basis.		
2	Establishing and Maintaining Best Practices Toward Monitoring Content Mastery	1.2 Establish and maintain best practices toward monitoring content mastery for all students, including students with disabilities. (LCFF Priorities 1.A., 1.B., 2.A., 2.B., 4.A., 8.A.) WHAT: This action and the strategy below will ensure that students are working toward content standard mastery. WHO: Teachers and other instructional support staff will work with one another, as well as with students and parent/learning coaches to monitor each student's learning progress toward content standard mastery. OUTCOME/MEASUREMENT: Renaissance STAR 360 Growth reports indicating at least one grade level of growth for Math and Reading, Raise CAASPP % of scores of Met and Exceeded Standard for ELA and Math WHY: As an independent study model, it is important for staff and parents/learning coaches to work collaboratively in the implementation of state standards to assure that students are working toward achieving the standards and to use assessment and data to measure progress and outcomes. STRATEGIES/RESOURCES: a) Professional Development and Collaboration- Instructional staff will meet within their local professional learning communities each month to receive professional development training and to share/discuss best practices and resources for supporting student learning and achievement toward content standard mastery in an independent study model.	$81,000.00	No

Action #	Title	Description	Total Funds	Contributing
		b) Benchmark Assessments - Teachers will administer local interim benchmarks (STAR 360) to students to identify the standards not yet mastered and prepare for state testing in English Language Arts and Math. c) Progress Monitoring - Teachers will work with parents and students on progress-monitoring toward content mastery with the use of Assignment Work Records, online platform monitoring and benchmark assessment reports. Counselors and teachers will identify, create a plan and monitor students at risk to help close the achievement gap.		
3	Providing Access to a Broad Course of Study	1.3 Providing access to a broad course of study for all students. (LCFF Priority 7.A) WHAT: This action and the strategies below will ensure that students have access to a broad course of study. WHO: Teachers work with parents/learning coaches to map out a learning plan each year and check in with regular meetings to arrange for continued access to a broad course of student for each student. OUTCOME/MEASUREMENT: 100% of students will have access to a broad course of study measured by local data (School Pathways-SIS course report, vendor lists, surveys, sign-ups, master agreements, Individualized Grad Plans, vendor data, etc.) WHY: As an independent study model, it is important for staff and parents/learning coaches to work collaboratively to plan for and implement a broad course of study for each student such that each student has opportunities to learn both within and outside the core content areas. STRATEGIES/RESOURCES: a) Broad Course of Study (Grades 1-6) - Provide all students with access to a broad course of study including opportunities to learn in	$3,548,221.23	No

Action #	Title	Description	Total Funds	Contributing
		disciplines such as music, visual and performing arts, health/physical education. b) Broad Course of Study (Grades 7-12) - All secondary students will have the opportunity to participate in Visual and Performing Arts (VAPA), Career Technical Education (CTE), and certain community college courses for middle and high school students for which they are eligible. c) Academic Clubs and Leadership Opportunities - Students may participate in clubs, leadership courses, and/or in the student council or ASB (associated study body). d) Field Trips - Students may extend their learning via field trips to local zoos, museums, botanical gardens, etc.		
4	College and Career Readiness	1.4 Prepare students for college and careers upon graduation from high school. (LCFF Priorities 4.A-4.H. 8.A.) WHAT: This action and the strategies below will ensure that students are prepared for college and careers upon graduation from high school. WHO: Teachers and certificated staff will learn more about college and career preparedness and will communicate and collaborate with parents and students to increase college and career preparedness. OUTCOME/MEASUREMENT: Increase college and career preparedness as measured by a variety of data reports and indicators, including but not limited to the following: California Dashboard - CAASPP (state testing) results, College and Career Indicator (CCI), Dashboard Additional Reports: College and Career Measures Reports, English Learner Progress Indicator (ELPI), Annual Reclassification (RFEP) Counts and Rates; CALPADS 3.14, 3.15, 15.2 reports.	$484,494.37	Yes

Action #	Title	Description	Total Funds	Contributing
		WHY: In alignment with the school-wide learner outcomes (SLOs), staff and parents/learning coaches desire to work collaboratively to ensure that all students are prepared for life after high school graduation, such that students will be equipped for success in post-secondary education and their future careers. STRATEGIES/RESOURCES: a) Targeted Professional Development - Professional development will be provided to administrators and teachers to ensure all high school students, including students with disabilities and unduplicated pupils (English learners, socioeconomically disadvantaged, and foster youth) demonstrate preparedness as measured by College Career Indicator (Dashboard). b) College and Career Learning Opportunities for Students - Continue to increase exposure to career pathways through college and career fairs. c) Explorers Program - Students will have access to learn about career paths through the Explorers Program, in which a career pathway is explored each month. This program is open to students in TK-12. d) Individualized Graduation Plans and Middle School Transition Plans - Teachers and other certificated staff (counselors, high school success coordinator) will generate and review individualized graduation plans for all high school students, including students with disabilities and unduplicated pupils, on a regular basis with students and their parent/learning coach in order to enroll students in courses that will lead toward their post-graduation goals. Teachers will continue to generate and monitor Individual Graduation Plans (IGPs) and the review/adjustment procedure that includes reviewing individual grades after each grading period. Teachers will work with Middle Schoolers to formulate plans for course study in order to successfully transition to high school and achieve future goals. e) Communication and Collaboration - Teachers and other certificated staff (counselors, High School Success Coordinator, and Director of Curriculum, Director of Instruction, Coordinator of Family Support,		

Action #	Title	Description	Total Funds	Contributing
		Coordinator of Teacher support, etc.) will work collaboratively to make students aware of the college and career courses available, as well as awards for achievement, (e.g. Seal of Biliteracy; Golden State Merit Award), via high school orientation meetings, learning period meetings with parents and students, emails to parents, school newsletters, flyers/programs for events and fairs, community college guides, awards checklists, etc.		
5	Multi-Tiered System of Supports	1.5 Utilize the Multi-Tiered System of Supports (MTSS) to identify student attendance and academic/social/emotional/behavior needs, or exceptional needs and to individualize support for all students in and close achievement gaps. (LCFF Priorities 4.A., 7.B., 7.C., 8.A.) WHAT: This action and the strategies below will ensure that the Multi-Tiered Systems of Support will allow all students who are in need of intervention support to receive it and provides for regular collaborative check-ins including parent/learning coach, student, and staff members to monitor the efficacy and make adjustments based upon individual needs. WHO: Teachers and other certificated staff, including student support service staff participate in the SST process with the parent/learning coach of a student to discuss strengths and challenges of student to move collaboratively in support planning based upon identified needs. Intervention supports are put into place in alignment with the need and intervention support staff provide instruction and guidance as needed (Tier 2 and Tier 3). OUTCOME/MEASUREMENT: CAASPP (state testing) results, College and Career Indicator (CCI), STAR 360 Assessment data, and other assessment/progress data (e.g. MobyMax assessment of progress) WHY: Heartland understands that having these systems and structures in place will meet the needs of all students, as whole persons, including their needs for social, emotional and academic	$1,099,805.78	No

Action #	Title	Description	Total Funds	Contributing
		support. In addition, this proposed action and strategies to achieve, are written with equity in mind, such that professional development and support is focused in upon reaching all learners, including unduplicated pupils. STRATEGIES/RESOURCES: a) Online Virtual Instruction License Assignments - e.g. MobyMax, Learning Ally, etc. b) Tutoring - e.g. Tutor.com and other vendor support, content specialist stipend, tutors/aids c) Targeted Professional Development for Teachers - To support students, including students with disabilities, foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and English learners, who are performing below grade level standard in ELA and/or Math on the California Assessment of Student Performance and Progress (CAASPP) or STAR 360, an internal benchmark assessment. d) SST Coordinator and Certificated Intervention Support - SST Coordinator oversees SST process and implementation, oversees and assists in monitoring tiered-support and student progress; Intervention Support Teachers provide Tier-2 and Tier-3 support in math, ELA, speech, and social/emotional/behavioral support. e) Summer Support - Students involved in tiered intervention will continue to have access to self-paced, online intervention support in the summer.		
6	Comprehensive EL Support	1.6 Provide English Learners with a increasingly comprehensive approach to support their language acquisition. (LCFF Priorities 1.A., 1.B., 2.A., 2.B., 4.A., 4.B., 4.C., 4.D., 4.E., 4.F.) WHAT: This action and the strategies below focus upon addressing the needs of our English learners and are intended to build a more	$147,895.32	Yes

Action #	Title	Description	Total Funds	Contributing
		robust EL program to increase achievement and college and career preparedness for this student population. WHO: Teachers and instructional staff, including the EL/ELPAC Coordinator participate in professional development to address needs and work with parents/learning coaches and students to support student learning. Parents participate in education workshops and the English Learner Advisory Committee. OUTCOME/MEASUREMENT: California Dashboard: English Learner Progress Indicator (ELPI), DataQuest EL Reclassification Rate; English Language Proficiency Assessments for California (ELPAC) Scores WHY: Heartland's 2019 English Language Progress Indicator (ELPI) showed that 55.3% of ELs were making progress toward English language proficiency and the 2019-2020 Reclassification Rate was 31.8%. While these data points are indicative of successful English language acquisition for many English learners, there is still progress to be made. As a non-classroom based school, Heartland recognizes the importance of providing additional support to students who may be working to acquire a second language. In addition to access to curriculum with embedded English language development (ELD) support, regular ELD instruction with the learning coach, and learning strategies, Heartland sees the value in continuing to offer more support to parents/learning coaches and students via live online direct instruction ELD classes taught by the EL Coordinator. Furthermore, Heartland seeks to continue to better equip teachers through additional professional development geared toward supporting English learners, including via the use of an EL Toolkit. Heartland seeks to empower and equip parents via parent education via the English Language Advisory Committee (ELAC), parent workshops, coffee chats, and mentorship. Students are further equipped via online ELD, in addition to their daily ELD within their courses, and via supplemental curriculum supporting specific language acquisition skills, such as vocabulary building (e.g. Wordly Wise). STRATEGIES/RESOURCES:		

Action #	Title	Description	Total Funds	Contributing
		a) Targeted Professional Development - Will be provided to help guide and support administrators, counselors, and teachers in addressing academic needs of English Learners and their families including administering the English Language Proficiency Assessment for California (ELPAC), identifying ELs, administering language surveys, and coordinating English Language Development (ELD) instruction. b) EL Coordinator Position - Continue to provide this position to address specific needs of EL and RFEP students, including progress monitoring, ELD curriculum support, ELD instruction, participation in the English Learner Advisory Committee (ELAC) and DELAC (if threshold met), and augmented communication with teachers and families. c) Supplemental Online English Learner Direct Instruction (designated ELD) - Students already have access to curriculum with embedded ELD support and instruction, via curricula like Wonders, StudySync, etc, and have designated and integrated ELD instruction each day with their learning coach as an independent study student. In addition to this basic requirement, supplemental designated ELD support will be offered via the live online English Support class taught by the EL Coordinator, in order to address needs for time with speaking and listening in English (in addition to reading and writing). ELD standards are addressed to focus upon language acquisition, and classes incorporate learning surrounding grammar, vocabulary, word choice, spelling, punctuation, as well as reading comprehension, literature analysis, listening, and speaking. d) Supplemental Curricular Support for Language Acquisition - EL students have access to BrainPop ELL, Lexia, and WordlyWise to augment the curricular support for language acquisition and content accessibility, such that students are further equipped to achieve mastery in content area standards as well as ELD standards. e) EL Toolkit - Heartland will offer a new EL Toolkit, as a required resource for teacher use, designed to help teachers and parents with strategies to assist students in accessing and mastering content standards. In addition, the toolkit will incorporate a monthly ELD		

Action #	Title	Description	Total Funds	Contributing
		standards checklist to guide parents/learning coaches and teachers in supporting the achievement of these standards. f) Parent Education and Support - Workshops for parents will be offered to support parents/learning coaches in understanding and supporting their child's language acquisition in English and their home language, as well as allowing for sharing of ideas for success. Parents will have opportunities to collaborate, coach, and be mentored by other parents of EL students. g) English Learner Advisory Committee - Heartland currently has 38 EL students and has an ELAC which meets regularly throughout the year with the EL/ELPAC Coordinator and at least one administrator. Parents involved include those who are parents of EL and RFEP students. Teachers and other parents are invited to attend. The primary purpose of the ELAC is to help direct and guide EL actions and services. Other topics of interest and information are also shared in the ELAC meetings. Translation is provided as needed. h) Teacher Credentialing - All English Learners are supported by teachers carrying the proper credentialing authorizations to teach and support English Learners (e.g. ELA, CLAD, BCLAD).		
7	Student Achievement Focus Group	1.7 Increase student achievement via curriculum development practices, teaching strategy implementation, and lesson/unit design, and structured meetings. (LCFF Priorities 1.A, 1.B., 2.A., 2.B., 4.A., 4.C.) WHAT: This action and the strategies below focus upon addressing of all students, but especially focusing upon the needs of unduplicated students (EL, Foster Youth, and socioeconomically disadvantaged). WHO: Some certificated instructional staff, including the Director of Curriculum, the Director of Instruction, the Deputy Executive Director, the Coordinator of Family Support, and the Coordinator of Teacher Support, will participate in professional development to address needs	$3,521,954.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and work with parents/learning coaches and students to support student learning. Parents will learn additional teaching strategies and be further supported in the implementation of curriculum. OUTCOME/MEASUREMENT: California Dashboard: English Learner Progress Indicator (ELPI); English Language Proficiency Assessments for California (ELPAC) Scores; CAASPP (California Assessment of Student Performance and Progress)/SBAC Scores (ELA and Math) WHY: Heartland's 2019 English Language Progress Indicator (ELPI) showed that 55.3% of ELs were making progress toward English language proficiency. While these data points are indicative of successful English language acquisition for many English learners, there is still progress to be made. Additionally, via the most recent Smarter Balanced Assessment Consortium (SBAC) reports from the 2018-19 school year, we know that our unduplicated pupils need greater support in moving toward achievement of grade-level state standards in English Language Arts (ELA) and Mathematics. For the ELA assessments, 36.38% of students Met or Exceeded the performance standards. For ELA, all student groups scored 40.8 points below standard, whereas English Learners scored 79.3 points below standard, students identified as homeless scored 47.8 points below standard, and socioeconomically disadvantaged students scored 62.4 points below standard. In Mathematics, 16.46% of the students Met or Exceeded the performance standards. For Mathematics, all student groups scored 93.1 points below standard, whereas, English Learners scored 140.7 points below standard, students identified as homeless scored 112.5 points below standard, and socioeconomically disadvantaged students scored 114.8 points below standard. STRATEGIES/RESOURCES: a) Curriculum Development - Teachers will work on lesson and unit design for thematic literature-based units in an effort to provide learning opportunities and assignments designed to assist students in content mastery in English language arts, social studies, and science.		

Action #	Title	Description	Total Funds	Contributing
		b) Literature-Based Units - Thematic, literature-based units will be available for student use and will include a parent guide, as well as assignments and activities designed to promote mastery of standards in ELA, social studies, and science. c) Teacher Toolkit - The toolkit will be designed and implemented with student needs in mind and will include tips and strategies for parents to support learning at home. d) Thinking Maps - These copyrighted graphic organizers will be utilized by teachers and families to support student learning. These maps (graphic organizers) support particular thinking skills, such as comparing and contrasting, classifying, or cause and effect. The strategy will involve teacher training and a site license.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Heartland will increase its outreach and connectivity with families through open communication and collaboration, so that students, parents, staff and the community are meaningfully engaged in a strong educational partnership (LCFF Priorities 3, 5, 6, & 7)

An explanation of why the LEA has developed this goal.

State Indicators:
Priority 3: Parental Involvement
Priority 5: Pupil Engagement
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

At the core of Heartland is a personalized learning approach. With this in mind, students, parents, staff, and community members collaborate to establish systems and structures for a strong educational partnership, so that we have a transparent and coherent approach to assessing needs, setting goals, monitoring progress, and measuring outcomes. Through regular communication and this cycle of continuous improvement, we are better able to provide a broad course of study that meets the needs of all students, including unduplicated pupils and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3. A. Parental Involvement: A) Parent input in LCAP decision-making (Surveys)	33.6% of families returned the Parent LCAP Survey				50% of families will return the Parent LCAP Survey
State Priority 3. B1. Parent participation. (marketing efforts -	100% of English Learner Advisory Committee (ELAC)				100% of English Learner Advisory Committee Meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
events/programs for unduplicated pupils)	Meetings and 100% of Parent education workshops advertised via email and via the school website, newsletters/flyers or social media;				and 100% of Parent education workshops advertised via email and via the school website or social media
State Priority 3. B1. Parent participation. (parent participation counts - events/programs for unduplicated pupils)	100% attendance log or minutes with parent count kept for each ELAC meeting or parent workshop put on by Heartland				100% attendance log or minutes with parent count kept for each ELAC meeting or parent workshop put on by Heartland
State Priority 3. C. How the school district will promote parental participation in the programs for individuals with exceptional needs.	100% of Parent education workshops for students with exceptional needs advertised via email, flyers, and Special Education department outreach linked to learning and/or social-emotional development and growth of students with unique needs				100% of Parent education workshops for students with exceptional needs advertised via email, flyers, and Special Education department outreach linked to learning and/or social-emotional development and growth of students with unique needs
State Priority 5. A. Attendance Rate (P2) (Student Information System-SIS Reports)	99.82% for 2019-2020				Maintain +/- 1% of 2019-2020 P2 ADA rate
State Priority 5. B. Chronic Absenteeism Rate (Dashboard, SIS)	2019 Dashboard 0.3% Chronic Absenteeism				Continue 0.3% or lower chronic absenteeism rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5. C. Middle School Dropout Rate (CALPADS/SIS)	2020-2021: 0% middle school drop out rate				0% middle school drop out rate
State Priority 5. D. High School Dropout Rate (DataQuest)	2019-2020: Five Year Cohort Outcomes: 0%				2023-2024 Five Year Cohort Outcomes: 0%
State Priority 5. E. High School Graduation Rate (Dashboard, DataQuest)	2019-2020 Four Year Adjusted Cohort Graduation Rate 89.7%				2023-2024 Four Year Adjusted Cohort Graduation Rate 92.7% or higher
State Priority 5. F. District Data: Student Surveys/Input Sessions	15.2% of students in grades 4-12 returned the LCAP student survey (March 2021)				50% or more of students in grades 4-12 will provide feedback via the LCAP student survey
State Priority 6. A. School Climate: A) Suspension Rate (Dashboard)	2019 Dashboard 0% suspension rate				2024 Dashboard 0% suspension rate
State Priority 6. B. Expulsion Rate (DataQuest)	2019-2020 DataQuest Expulsion Rate: 0%				2023-2024 DataQuest Expulsion Rate: 0%
State Priority 6. C. District Identified (LCAP Surveys)	An average of 83.2% respondents to the 2021 LCAP surveys said they feel safe and connected to the school				An average of 85% or more respondents to 2024 LCAP surveys will state that they feel safe and connected to the school
State Priority 7. A. Course Access: Students have access	2020-2021: 100% of these student populations have				100% of students have access to a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and are enrolled in a broad course of study: Social Science, Science, Health, PE, VAPA, World Language (Local Data-vendor list, SIS)	access to a broad course of study and/or programs (vendor list and School Pathways course report)				broad course of study or programs
State Priority 7. B. Programs and services developed and provided to low income, English learner and foster youth (Local Data-vendor list, SIS)	100% of these student populations have access to a broad course of study or programs (vendor list and School Pathways course report)				100% of these student populations have access to a broad course of study or programs
State Priority 7. C. Programs and services developed and provided to students with disabilities (Local Data-vendor list, SIS)	100% of students with disabilities have access to a broad course of study or programs (vendor list and School Pathways course report)				100% of students with disabilities have access to a broad course of study or programs

Actions

Action #	Title	Description	Total Funds	Contributing
1	Graduation Needs Assessment	2.1 Implement four-year graduation rate needs assessment through root cause analysis with a focus on unduplicated pupils. (LCFF Priorities 5.A.-5.E., 6.A., 6.B., 7.A.-7.C.) WHAT: Heartland will work to determine what barriers may exist for unduplicated pupils to graduate within four years. WHO: School counselors, the high school coordinator, the directors of curriculum and instruction, other leaders, and teachers will be involved	$183,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in a root cause analysis process to determine needs in order to remove barriers. OUTCOME/MEASUREMENT: Barriers to graduation and student needs will be identified and addressed using data analysis and collaboration. Data sources to include (but not limited to): California Dashboard: Attendance rate, Chronic Absenteeism, Graduation Rate, Suspension Rate; DataQuest-Four-Year Cohort Graduation Rate, High School Dropout Rate, Expulsion Rate; Middle School Dropout Rate, Access to a Broad Course of Study; Local Data will also be used to measure access to a broad course of student: (vendor list, SIS). WHY: In an effort to close achievement gaps and remove barriers to success in high school and beyond, Heartland desires to investigate what barriers exist for students, especially unduplicated pupils, in an effort to find or create solutions through resources and processes designed to remove barriers. STRATEGIES/RESOURCES: a) Collaboration and Professional Development - School counselors, the high school coordinator, the directors of curriculum and instruction, other leaders, and teachers will be involved in a root cause analysis process to determine needs, in order to remove barriers. Consultants may be used to support this process. b) Systems/Resources - Once the certificated teams have investigated what barriers exist for students, especially unduplicated pupils and students with disabilities, they will work to generate solutions through the provision and creation of resources and processes designed to remove barriers. Consultants may be used to support this process.		
2	Foster/Homeless/SED Support	2.2 Provide a foster/homeless youth/socioeconomically disadvantaged (SED) liaison position to address specific needs of foster/homeless youth/SED students including proactive monitoring of socio-emotional needs, access to technology, and basic needs. (LCFF Priorities 5.A.-5.E., 6.A., 6.B.)	$88,483.63	Yes

Action #	Title	Description	Total Funds	Contributing
		WHAT: Address immediate and long-term needs for students who are identified as foster youth, homeless and/or from low-income households. WHO: The liaison for foster/homeless/SED students OUTCOME/MEASUREMENT: California Dashboard: Attendance rate, Chronic Absenteeism, Graduation Rate, Suspension Rate; DataQuest-Four-Year Cohort Graduation Rate, High School Dropout Rate, Expulsion Rate; Middle School Dropout Rate WHY: Foster and homeless youth and students from low-income households may have or are experiencing trauma and/or may have barriers to access that must be addressed in order to allow for a quality education. STRATEGIES/RESOURCES: a) Foster/Homeless/SED Liaison - The liaison will work with teachers, staff, and families to track needs and assist in meeting those needs using internal (school) and external (community/state/federal) resources. b) Professional Development - The liaison will assist in providing professional development for teachers and staff serving students identified as foster/homeless/SED. The liaison may also assist in bringing outside consultants to provide professional development. c) Communication and Outreach - The liaison will work with family liaisons and other staff to communicate about resources via newsletters, emails, flyers, etc. d) Establishing and Maintaining Protocols - The liaison will work with staff members to establish and maintain consistent protocols for support for students who are identified as foster youth, homeless, and socioeconomically disadvantaged.		

Action #	Title	Description	Total Funds	Contributing
3	Communication and Curriculum Support	2.3 Provide family liaison positions to support programming and school communications (newsletter, social media, website, etc.) and lending library specialist positions to support curriculum education and expertise for teachers and parents. (LCFF Priorities 3.A.-3.C., 6.A., 6.B., 7.A.-7.C.) WHAT: Improve and augment communication and support for families by providing streamlined communication to elicit strong parent participation and assist in providing access to a broad course of study. WHO: Family liaisons, and lending library specialists OUTCOME/MEASUREMENT: 100% of students will have access to a broad course of study. (Tracking of parent participation attendance logs, LCAP survey response rate) WHY: Communication and curriculum support for parents and learning coaches are keys to student success. Family liaisons support the academic program by working with teachers and other school staff to communicate with families about upcoming events and workshops as well as student programming options. Lending library specialists assist in helping parents, learning coaches, teachers, and other staff in utilizing additional books and academic items to supplement and support learning and access to a broad course of study. STRATEGIES/RESOURCES: a) Family Liaisons - Support programming and school communications (newsletter, social media, website, etc.); assist with parent education workshops. b) Lending Library Specialists - Support curriculum education and expertise for teachers and parents; provide curriculum workshops for parents. c) Communication Tools - Use of web support (Beehively), communication/marketing programs (e.g. Canva), and social media.	$225,676.64	No

Action #	Title	Description	Total Funds	Contributing
4	Parent and Family Engagement	2.4 Develop and implement school community events, a family engagement policy, and parent education workshops, including workshops to support parents of students with disabilities and parents of English learners. (LCFF Priorities 3.A.-3.C., 6.C.) WHAT: Support parent involvement and participation through school events, parent workshops, and school policy. WHO: Certificated and classified personnel OUTCOME/MEASUREMENT: LCAP Survey responses and response rate, ELAC meeting minutes and attendance, parent education workshop attendance WHY: Parents are vital to the success of Heartland and education in general. As learning coaches, parents play an important role as drivers of education for their students. It is important to collaborate with and involve parents in the development of a strong and supportive school climate that supports all learners. Through events, parent education, and policy, Heartland aims to equip parents with the resources, information and sense of community needed to assist in helping their students thrive. STRATEGIES/RESOURCES: a) Community Events - Certificated and classified personnel will collaborate to provide community events for the school, such as back-to-school events, graduation, etc. b) Family Engagement Policy - Staff with the collaboration of parents will formulate a family engagement policy to outline key ideas to support family engagement and a positive school climate. c) Parent Education Workshops - Certificated and classified personnel will collaborate to provide parent education workshops, such as supporting students with special needs, organization and time management support for students, learning styles, etc.	$109,234.39	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.57%%	$3,585,611

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.

Heartland Charter School, as a single-school local education agency (LEA), has three actions being provided to the entire LEA/School, but are principally directed toward and effective in meeting goals for unduplicated pupils (foster youth, English learners, and low-income students). These three LEA/Schoolwide actions are found in Goal 1, Action 4, which relates to college and career readiness, Goal 1, Action 7, which relates to student achievement, and in Goal 2, Action 1, which is comprised of a graduation needs assessment in order to remove barriers for all students, but especially those with high needs.

GOAL 1, ACTION 4: College and Career Readiness

Needs, Conditions, or Circumstances:
Based upon the California Dashboard and local data, Heartland shows a need to continue to improve upon preparing students for college and career after graduation. Heartland is a new school (started in 2018-19) and each year sees gains in this area, however, Heartland has determined that based upon State and local data, our unduplicated pupils have shown a lower rate of college and career preparedness. The College/Career Measures Reports & Data, an additional report from the 2020 California Dashboard, displays the number and percent of graduates who met each of the measures in the CCI Prepared and Approaching Prepared Levels. The Prepared CCI Measures include completion of a CTE pathway sequence, CAASPP/Smarter Balanced Assessment Consortium (SBAC) score of " Level 3" (Standard Met) or higher for both English Language Arts (ELA) and Mathematics, completion of two semesters of college coursework, a score of 3 or higher on two Advanced Placement (AP) exams, a score of "4" or higher on two International Baccalaureate (IB) exams, completion of all A-G requirements (and one of the additional criterium mentioned above), earned the State Seal of Biliteracy and scored a "3" or higher on the ELA SBAC, completed at least two years of Leadership/Military Science and Scored level 3 "Standard Met" or higher on ELA or

Mathematics and at least a level 2 "Standard Nearly Met" in the other subject area, completed a registered pre-apprenticeship, or completed a non-registered pre-apprenticeship and at least one CTE pathway capstone course.

In the 2020 College/Career Measures Reports & Data report for Heartland, which is based upon the 2019-2020 school year, the percentage of all students prepared was 23.1%, whereas those who were considered socio-economically disadvantaged had just 19.1% prepared. In addition, the percentage of students not prepared was 57.3% for all students, compared to the larger 60.3% not prepared and who were considered socioeconomically disadvantaged. (The report did not include foster youth or EL students because the report requires a minimum of 11 students in a subgroup for reporting).

Action:
Prepare all students for college and careers upon graduation from high school. (LCFF Priorities 4.A., 4.B, 4.C, 4.D., 4.E., 4.F., 8.A.) As a result of seeing a lower rate of college and career readiness among unduplicated students, Heartland will use the strategies below for the purpose of assisting unduplicated pupils in achieving college and career readiness upon graduation from high school.

a) Targeted Professional Development - Professional development will be provided to administrators and teachers to ensure all high school students, including students with disabilities and unduplicated pupils (English learners, socioeconomically disadvantaged, and foster youth) demonstrate preparedness as measured by College Career Indicator (CCI) (on California Dashboard) and the College/Career Measures Reports & Data. This will assist administrators and teachers in learning more about the measures of college and career readiness, which will facilitate conversations with middle and high school students (and even upper elementary students) about their plans/goals for life after high school. A deeper understanding of college and career readiness is important in planning which high school (and possibly concurrent enrollment college courses) the student will need to take. In short, this training will be valuable toward generating the Middle School Transition Plan and the Individualized Graduation Plan such that students are taking A-G courses, CTE Pathway sequences, and are striving for excellence in other ways as well (such as scoring well on the SBAC, achieving the Golden State Merit aware or the Seal of Biliteracy). These endeavors should lead to an increase in college and career preparedness as measured by the CCI.

b) College and Career Learning Opportunities for Students - Continue to increase students' exposure to career pathways through college and career fairs in order to assist in educating them about post-graduation options which can help in goal-setting and planning for coursework in high school, such that they take courses that will better prepare them for college and career.

c) Explorers Program - Students will have access to learn about career paths through the Explorers Program, in which a career pathway is explored each month. This program is open to students in TK-12. The intention is to introduce students, especially the unduplicated pupils, to a variety of career options as they consider then taking a CTE Pathway course sequence. In choosing a career pathway and CTE course sequence they will be better prepared for college and career.

d) Individualized Graduation Plans and Middle School Transition Plans - Teachers and other certificated staff (counselors, high school success coordinator) will generate and review individualized graduation plans for all high school students, including students with disabilities and unduplicated pupils, on a regular basis with students and their parent/learning coach to enroll students in courses that will lead toward their post-graduation goals. Teachers will continue to generate and monitor Individual Graduation Plans (IGPs) and use the review/adjustment procedure that includes reviewing individual grades after each grading period. Teachers will work with Middle Schoolers to formulate plans for course study in order to successfully transition to high school and achieve future goals. These plans will facilitate

college and career readiness such that students are taking A-G courses, CTE Pathway sequences, and are striving for excellence in other ways as well (such as scoring well on the SBAC, achieving the Golden State Merit aware or the Seal of Biliteracy).

e) Communication and Collaboration- Teachers and other certificated staff (Counselors, High School Success Coordinator, and Director of Curriculum, Director of Instruction, Coordinator of Family Support, Coordinator of Teacher Support, etc.) will work collaboratively to make students aware of the college and career courses available, as well as awards for achievement, (e.g. Seal of Biliteracy; Golden State Merit Award), via high school orientation meetings, learning period meetings with parents and students, emails to parents, school newsletters, flyers/programs for events and fairs, community college guides, awards checklists, etc. Communication of college and career options, as well as coursework and awards for achievement will assist students and parents in understanding how to prepare the student for college and career opportunities, and what coursework and opportunities are available to them, so that they take advantage of these options and complete coursework that will lead toward their goals and greater achievement.

Expected Outcome:
The desired outcome will be to see a strong increase in college and career readiness, as measured by the College and Career Indicator on the California Dashboard (was 14.6% prepared for the last reported Dashboard (2019), which looked back at the 2018-2019 school year and as measured by the College/Career Measures Reports & Data (19.1% of low-income students prepared -- 2019-2020 graduates). [Measurable outcome will be reported in 2022].

Goal 1, Action 4 includes strategies that were actions from the 2017-2020 LCAP: 1) Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator (CCI) and 2) The school will establish an Individualized Graduation Plan (IGP) review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan, and monitor for students at risk. These strategies are being implemented in the 2021-2024 LCAP cycle for the reasons outlined below:

1) Due to the growth of the school between 2018-2019 and present there are more teachers on staff than when the school started. The professional development on the topic of college and career readiness as measured by the College and Career Indicator needs to be a part of the professional development calendar for 2021-2022 and beyond to ensure that all administrators and teachers are up-to-date in their knowledge of CCI measures so as to be able to support students in demonstrating preparedness. Well-trained teachers and administrators are imperative to the college and career readiness of students and therefore administrators and teachers must continually be informed regarding CCI so that they are able to communicate with parents and students on this topic so as to support planning for coursework. This has been an effective action as we have seen a year-over-year increase in the number and percentage of students taking A-G courses and expect to continue to see an improvement to our College and Career Indicator (CCI) as a result.

2) Heartland has a well-established Individualized Graduation Plan (IGP) review and adjustment procedure. This has been an effective way to ensure that students are enrolled in A-G aligned course, CTE Pathways courses, and that they are on track with graduation requirements. These factors combine to provide the opportunity to achieve awards connected to CCI (e.g. Golden State Merit, Seal of Biliteracy) and we expect to continue to see improvement to our CCI as a result.

GOAL 1, ACTION 7: Student Achievement Focus Group

Needs, Conditions, or Circumstances:
Heartland's 2019 English Language Progress Indicator (ELPI) showed that 55.3% of ELs were making progress toward English language proficiency. While this data is indicative of successful English language acquisition for many English learners, there is still progress to be made. Additionally, via the most recent CAASPP/Smarter Balanced Assessment Consortium (SBAC) reports from the 2018-19 school year, we know that our unduplicated pupils need greater support in moving toward achievement of grade-level state standards in English Language Arts (ELA) and Mathematics. For the ELA SBAC assessments, 36.38% of students Met or Exceeded the performance standards. For ELA, all student groups scored 40.8 points below standard, whereas English Learners scored 79.3 points below standard, students identified as homeless scored 47.8 points below standard, and socioeconomically disadvantaged students scored 62.4 points below standard. In Mathematics, 16.46% of the students Met or Exceeded the performance standards. For Mathematics, all student groups scored 93.1 points below standard, whereas, English Learners scored 140.7 points below standard, students identified as homeless scored 112.5 points below standard, and socioeconomically disadvantaged students scored 114.8 points below standard.

Action:
Increase student achievement via curriculum development practices, teaching strategy implementation, and lesson/unit design, and structured meetings. (LCFF Priorities 1.A, 1.B., 2.A., 2.B., 4.A., 4.C.). Heartland desires to provide greater support and structure for English Learners, foster youth, and socioeconomically disadvantaged students. The most recent ELPI (for EL) and lower SBAC scores for unduplicated students in comparison to all students indicate the need to do so. Heartland will use the strategies below to focus upon and increase student achievement, especially among unduplicated pupils.

a) Curriculum Development - Within the student achievement focus group, teachers will work on lesson and unit design for thematic literature-based units in an effort to provide learning opportunities and assignments designed to assist students in content mastery in English language arts, social studies, and science. The developed lessons will include scaffolding options to assist with access to the content for English learners, struggling students, and students with disabilities. This differentiation of instruction will promote student access to content standards and increased mastery, which is especially important for English learners, struggling readers, students with disabilities, foster youth, and socioeconomically disadvantaged students who have scored lower on the SBAC than all students.

b) Literature-Based Units - Thematic, literature-based units will be available for student use and will include a parent guide, as well as assignments and activities designed to promote mastery of standards in ELA, social studies, and science. The developed lessons will include scaffolding options to assist with access to the content for English leaners, struggling students, and students with disabilities. This differentiation of instruction will promote student access to content standards and increased mastery, which is especially important for English learners, struggling readers, students with disabilities, foster youth, and socioeconomically disadvantaged students who have scored lower on the SBAC than all students.

c) Teacher Toolkit - The toolkit will be designed and implemented with student needs in mind and will include tips and strategies for parents to support learning at home. Within structured learning period meetings, the Teacher Toolkit will be utilized to ensure that unduplicated pupils are well supported via teaching strategies shared with the parent/learning coach for at-home learning support, social-emotional check-ins with the student, structured checks for understanding, and time for the student to present their learning. This toolkit will guide

teacher and family conversations and will facilitate improved support for student achievement because it will provide valuable information about the student's social/emotional well-being (which is important to learning), will more effectively assess student learning, and will provide a more focused and comprehensive approach to assisting parents/learning coaches with at-home learning strategies which will lead to increased student achievement.

d) Thinking Maps - These copyrighted graphic organizers will be utilized by teachers and families to support student learning. Each map (graphic organizer) supports a particular thinking skills, such as comparing and contrasting, classifying, or cause and effect. The strategy will involve teacher training and a site license. This will increase student achievement for all learners, but with a specific rationale for these maps to be shared and taught to families for the purpose of assisting unduplicated pupils with access to content and a cross-curricular approach to organizing, processing, manipulating, analyzing, and applying new learning. In using these specific graphic organizers across content, students will become familiar with them and will begin to internalize their thinking skills and organize their ideas for writing, draw out key information from texts, and present their learning in new ways. This effort and the results of this strategy will lead to increased student achievement.

Expected Outcome: Heartland expects to see a greater percentage of English Learners making progress toward English language proficiency as shown on the California Dashboard: English Learner Progress Indicator (ELPI) and English Language Proficiency Assessments for California (ELPAC) Scores. In addition, Heartland expects to see that in using these specific strategies, there will be an increase in the SBAC scores for unduplicated pupils as compared to the data listed in the Needs, Conditions, or Circumstances section above. [Measurable outcome will be reported in 2022].

GOAL 2, ACTION 1: Graduation Needs Assessment

Needs, Conditions, or Circumstances:
Based upon the California Dashboard and local data, Heartland has a need to conduct a graduation needs-assessment to gather information, identify needs and barriers to completion of high school graduation requirements, and to outline solutions to support students in completing their high school graduation requirements. In reviewing the California Dashboard Combined Graduation Rate Report for 2020, it is notable that the graduation rate for all students was 89.9% in comparison to a graduation rate of 88.4% for socioeconomically disadvantaged students. This report includes the combined four- and five-year graduation rate. (The report did not include foster youth or EL students because the report requires a minimum of 11 students in a subgroup for reporting).

Action: Implement four-year graduation rate needs assessment through root cause analysis with a focus upon unduplicated pupils. (LCFF Priorities 5.A.-5.E., 6.A., 6.B., 7.A.-7.C.). As a result of the lower graduation rate of unduplicated pupils in comparison to all students, Heartland will work to determine what barriers may exist for unduplicated pupils to graduate within four years School counselors, the High School Success Coordinator, the Director of Curriculum, the Director of Instruction, other leaders, and teachers will be involved in a root cause analysis process to determine needs in order to remove barriers. In an effort to close achievement gaps and remove barriers to success in high school and beyond, Heartland desires to investigate what barriers exist for students, especially unduplicated pupils, in an

effort to find and create solutions through resources and processes designed to remove barriers. The following strategies are included in this action.
:
a) Collaboration and Professional Development: School counselors, the High School Success Coordinator, the Director of Curriculum, the Director of Instruction, other leaders, and teachers will be involved in a root cause analysis process to determine needs in order to remove barriers to graduation. Consultants may also be used to support this process. In identifying needs and barriers to graduation, especially accounting for those of unduplicated pupils, Heartland will be able to improve and increase support for students in an effort to meet the needs and overcome barriers to graduation.

b) Systems/Resources: Once the certificated teams have investigated what barriers exist for students, especially unduplicated pupils and students with disabilities, they will work to generate solutions through the provision and creation of resources and processes designed to remove barriers. Consultants may be used to support this process. The additional systems and resources put into place to remove barriers and meet needs will be the catalysts in realizing the desired outcome of an increase in the graduation rate for unduplicated students.

Expected Outcome: As a result of this needs assessment and the strategies included in the action, Heartland expects to see an increase in the graduation rate for unduplicated pupils. [Measurable outcome will be reported in 2022].

Goal 2, Action 1 includes a strategy that was an action in the 2017-2020 LCAP: Implement four-year graduation rate needs assessment and root cause analysis including related professional development. This action was not fully implemented during the previous LCAP cycle due to a variety of factors, including the COVID-19 pandemic. Because it is a valuable tool in assessing needs and barriers to graduation and the desire of Heartland is to ensure all students graduate from high school and prepared for life beyond graduation, we plan to fully and formally implement this action in 2021-2022 and beyond so that we are aware of needs and barriers to graduation so that we can better assist students, and unduplicated students in particular, by meeting their needs and removing barriers to graduation.

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

In addition to the Local Education Agency (LEA)-wide/Schoolwide actions and strategies being provided by Heartland, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

GOAL 1 ACTION 6: Comprehensive EL Support: Provide English Learners with a increasingly comprehensive approach to support their language acquisition. (LCFF Priorities 1.A, 1.B., 2.A., 2.B., 4.A., 4.B., 4.C., 4.D., 4.E., 4.F.)

Strategies/Resources:

a) Targeted Professional Development - Will be provided to help guide and support administrators, counselors, and teachers in addressing academic needs of English Learners and their families including administering the English Language Proficiency Assessment for California

(ELPAC), identifying ELs, administering language surveys, and coordinating English Language Development (ELD) instruction. This strategy will improve the quality of support for EL students and their families by ensuring that administrators, counselors, and teachers have the tools necessary to more effectively support English learners.

b) EL Coordinator Position - Continue to provide this position to address specific needs of EL and RFEP (reclassified fluent English proficient) students, including progress monitoring, ELD curriculum support, ELD instruction, participation in the English Learner Advisory Committee (ELAC) and DELAC (if threshold met), and augmented communication with teachers and families. This strategy will provide English Learners with additional opportunities to listen to and speak English (through additional ELD instruction provided by the EL Coordinator), which will allow for an increase in their language acquisition and growth in academic vocabulary. In addition, the EL Coordinator plays a key role as a liaison for families and teachers such that there is improved support with ELD Curriculum implementation/instruction as well as strategic engagement with families via the English Learner Advisory Committee (ELAC).   The ELAC is an important avenue for parents of EL and RFEP students to give input and feedback for understanding needs specific to English learners which assist in developing LEA plans, such as the LCAP.

c) Supplemental Online English Learner Direct Instruction (designated ELD) - Students already have access to curriculum with embedded ELD support and instruction, via curricula like Wonders, StudySync, etc., and have designated and integrated ELD instruction each day with their learning coach as an independent study student. In addition to this base requirement, supplemental designated ELD support will be offered via the live online English Support class taught by the EL Coordinator, in order to address needs for time with speaking and listening in English (in addition to reading and writing). ELD standards are addressed to focus upon language acquisition, and classes incorporate learning surrounding grammar, vocabulary, word choice, spelling, punctuation, as well as reading comprehension, literature analysis, listening, and speaking.

d) Supplemental Curricular Support for Language Acquisition - EL students have access to BrainPop ELL, Lexia, and WordlyWise to augment the curricular support for language acquisition and content accessibility, such that students are further equipped to achieve mastery in content area standards as well as ELD standards. The use of additional, supplemental curriculum that is geared toward supporting English Learners and language acquisition, alongside the students' general curriculum is intended to increase the access to the content standards as well as to augment the language acquisition of English Learners.

e) EL Toolkit - Heartland will offer a new EL Toolkit, as a required resource for teacher use, designed to help teachers and parents with strategies to assist students in accessing and mastering content standards. In addition, the toolkit will incorporate a monthly ELD standards checklist to guide parents/learning coaches and teachers in supporting the achievement of these standards. This strategy will improve support for English Learners by providing a more structured approach to learning period meetings between parent, student, and teacher, such that new, effective, evidence-based teaching strategies are being utilized by the parent/learning coach and specific ELD standards are being strategically implemented, monitored, and met.

f) Parent Education and Support - Workshops for parents will be offered to support parents/learning coaches in understanding and supporting their child's language acquisition in English and their home language, as well as allowing for sharing of ideas for success. Parents will have opportunities to collaborate, coach, and be mentored by other parents of EL students. This will be an increased and

improved service for English Learners as we increase the quantity of parent education workshops for English Learners and the quality of support for parents of English Learners.

g) English Learner Advisory Committee - Heartland currently has 38 EL students and has an ELAC which meets regularly throughout the year with the EL/ELPAC Coordinator and at least one administrator. Parents involved include those who are parents of EL and RFEP students. Teachers and other parents are invited to attend. The primary purpose of the ELAC is to help direct and guide EL actions and services. Other topics of interest and information are also shared in the ELAC meetings. Translation is provided as needed. This strategy is an improved service that allows for input/feedback from parents of EL and RFEP students that are specific to their needs which guides future planning for Heartland to work toward meeting those needs.

h) Teacher Credentialing - All English Learners are supported by teachers carrying the proper credentialing authorizations to teach and support English Learners (e.g. ELA, CLAD, BCLAD). This strategy intends that teachers working with English Learners are knowledgeable about language acquisition, especially acquiring a second language when the home language is a language other than English, and that they are equipped with the strategies necessary to provide academic support specifically for English Learners.

GOAL 2 ACTION 2: Foster/Homeless/SED Support: Provide a foster/homeless youth/socioeconomically disadvantaged (SED) liaison position to address specific needs of foster/homeless youth/SED students including proactive monitoring of socio-emotional needs, access to technology, and basic needs. (LCFF Priorities 5.A.-5.E., 6.A., 6.B.)

Strategies/Resources:
a) Foster/Homeless/SED Liaison - The liaison will work with teachers, staff, and families to track needs and assist in meeting those needs using internal (school) and external (community/state/federal) resources. This position/strategy provides strategic and improved support for students who are experiencing homelessness or who are foster youth and/or socioeconomically disadvantaged.   Teachers and families are encouraged to connect with the liaison to ensure student needs are met with internal and external resources. The liaison works to provide augmented support to students in these student groups in order to assist school staff and parents for the student's overall success (academic, social/emotional, etc.).

b) Professional Development- The liaison will assist in providing professional development for teachers and staff serving students identified as foster/homeless/SED. The liaison may also assist in bringing outside consultants to provide professional development. This increased professional development with equip teachers/staff with knowledge and strategies for working with students in these student groups, in order to provide improved support. For example, many students in these groups may have experienced childhood trauma or have been more greatly affected by the COVID-19 pandemic (e.g. social/emotional needs, economic needs, mental health needs, etc.) than their peers who are not in these subgroups, thus teachers/staff serving these students in these groups need to be aware of the challenges and needs of their students that may interfere with their academic life, as well as the resources and programs available (internal and external) to support these students in overcoming barriers in learning.

c) Communication and Outreach - The liaison will work with family liaisons and other staff to communicate about resources via newsletters, emails, flyers, etc. This strategy includes improved support for foster, homeless, and socioeconomically disadvantaged students, in providing

a streamlined and strategic approach to communications with families in these subgroups, so that they are aware of the resources and programs available to them and know how to obtain the supports needed.

d) Establishing and Maintaining Protocols - The liaison will work with staff members to establish and maintain consistent protocols for support for students who are identified as foster youth, homeless, and socioeconomically disadvantaged. This strategy is intended to provide improved support for Foster/Homeless/SED students by ensuring that there is a well-outlined course of action so that teachers, staff, and parents have clear roles and are involved in the steps/process in supporting of students in these subgroups.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$22,116,418.36				$22,116,418.36

Totals:	Total Personnel	Total Non-personnel
Totals:	$17,782,891.35	$4,333,527.01

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Monitoring Instructional Material Access	$12,626,119.00				$12,626,119.00
1	2	All Students with Disabilities	Establishing and Maintaining Best Practices Toward Monitoring Content Mastery	$81,000.00				$81,000.00
1	3	All Students with Disabilities	Providing Access to a Broad Course of Study	$3,548,221.23				$3,548,221.23
1	4	English Learners Foster Youth Low Income	College and Career Readiness	$484,494.37				$484,494.37
1	5	All Students with Disabilities	Multi-Tiered System of Supports	$1,099,805.78				$1,099,805.78
1	6	English Learners	Comprehensive EL Support	$147,895.32				$147,895.32
1	7	English Learners Foster Youth Low Income	Student Achievement Focus Group	$3,521,954.00				$3,521,954.00
2	1	English Learners Foster Youth Low Income	Graduation Needs Assessment	$183,534.00				$183,534.00
2	2	Foster Youth Low Income	Foster/Homeless/SED Support	$88,483.63				$88,483.63

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	**3**	All	Communication and Curriculum Support	$225,676.64				$225,676.64
2	**4**	All Students with Disabilities	Parent and Family Engagement	$109,234.39				$109,234.39

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,426,361.32	$4,426,361.32
LEA-wide Total:	$4,189,982.37	$4,189,982.37
Limited Total:	$236,378.95	$236,378.95
Schoolwide Total:	$4,189,982.37	$4,189,982.37

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	College and Career Readiness	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$484,494.37	$484,494.37
1	6	Comprehensive EL Support	Limited to Unduplicated Student Group(s)	English Learners		$147,895.32	$147,895.32
1	7	Student Achievement Focus Group	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$3,521,954.00	$3,521,954.00
2	1	Graduation Needs Assessment	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$183,534.00	$183,534.00
2	2	Foster/Homeless/SED Support	Limited to Unduplicated Student Group(s)	Foster Youth Low Income		$88,483.63	$88,483.63

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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