



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartland Charter School

CDS Code: 15 63628 0138131

School Year: 2023-24

LEA contact information:

Courtney McCorkle

Executive Director

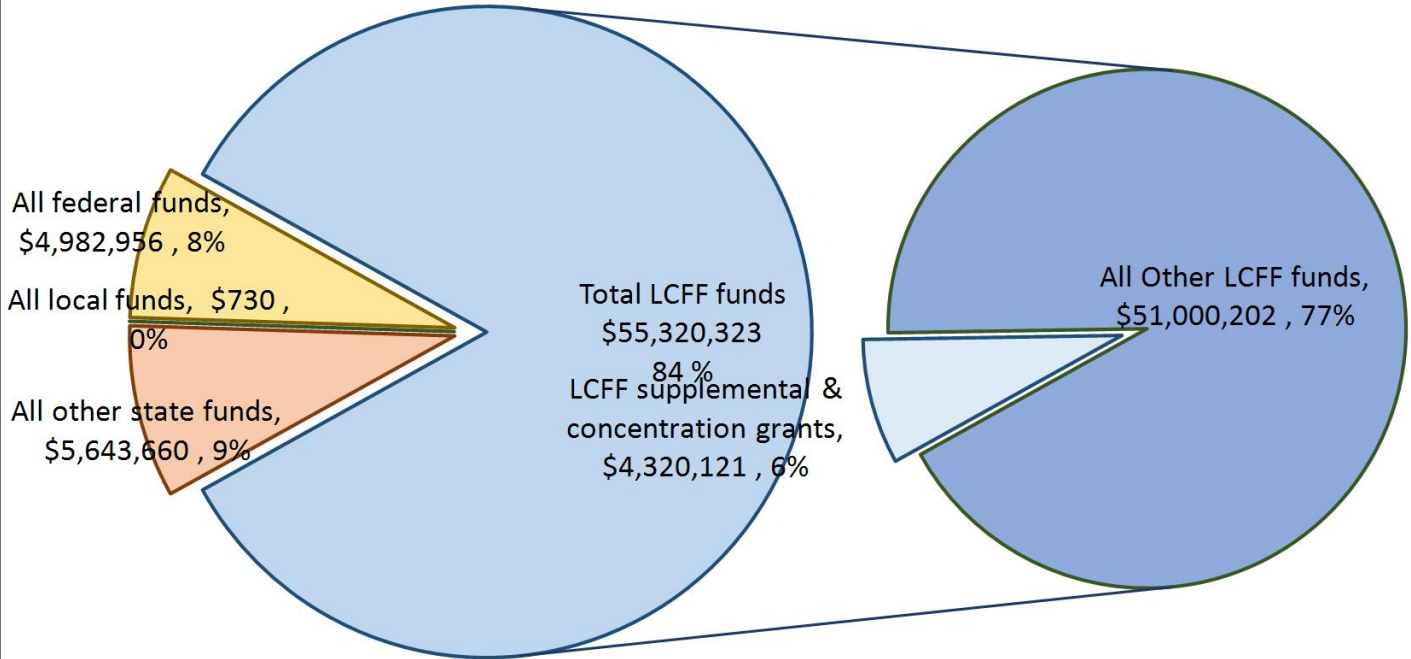
courtney@heartlandcharterschool.com

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 2023-24 School Year

Projected Revenue by Fund Source

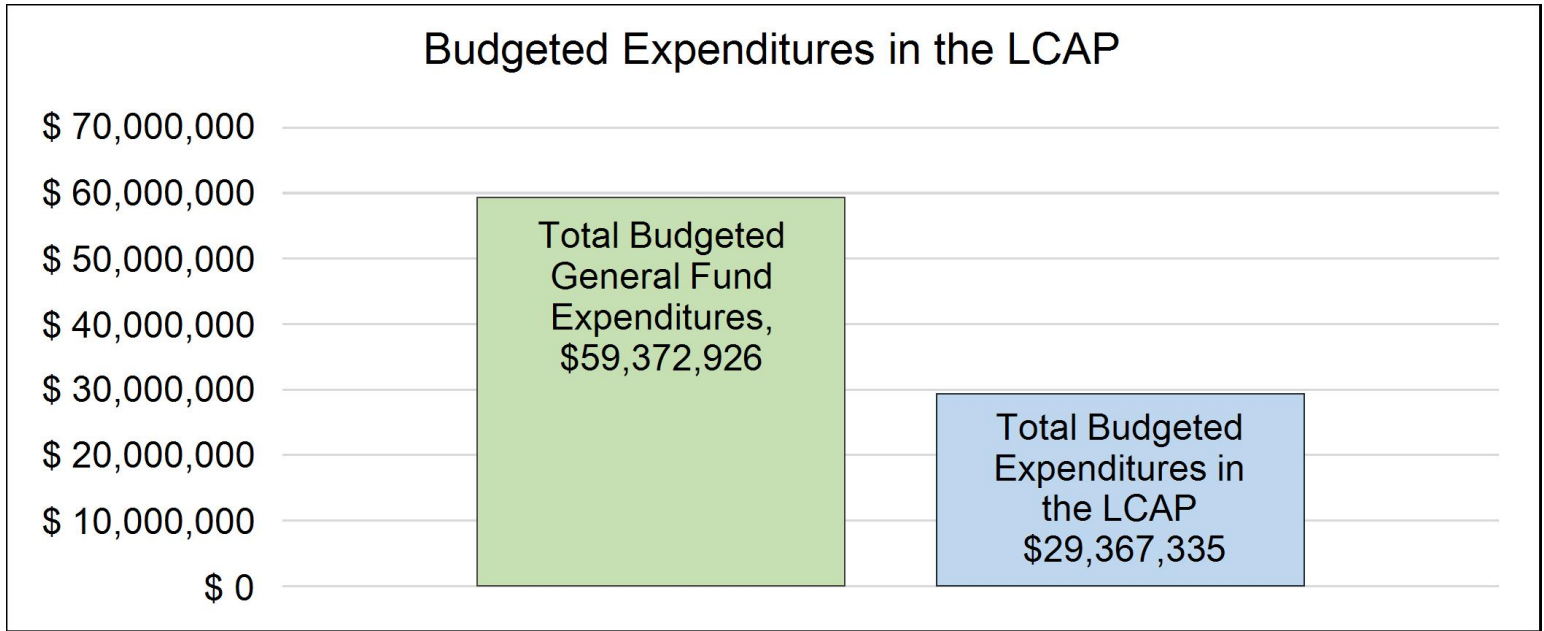


This chart shows the total general purpose revenue Heartland Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heartland Charter School is \$65,947,669, of which \$55,320,323 is Local Control Funding Formula (LCFF), \$5,643,660 is other state funds, \$730 is local funds, and \$4,982,956 is federal funds. Of the \$55,320,323 in LCFF Funds, \$4,320,121 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Heartland Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Heartland Charter School plans to spend \$59,372,926 for the 2023-24 school year. Of that amount, \$29,367,335.10 is tied to actions/services in the LCAP and \$30,005,590.9 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures to operate the school are not included in the LCAP, which may include 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. In addition, planned expenditures related to COVID-19 relief funds (ESSER III) are already noted on the board adopted ESSER III Expenditure Plan as these federal funds are primarily earmarked for addressing the impact of lost instructional time and will augment the schoolwide plan (LCAP).

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

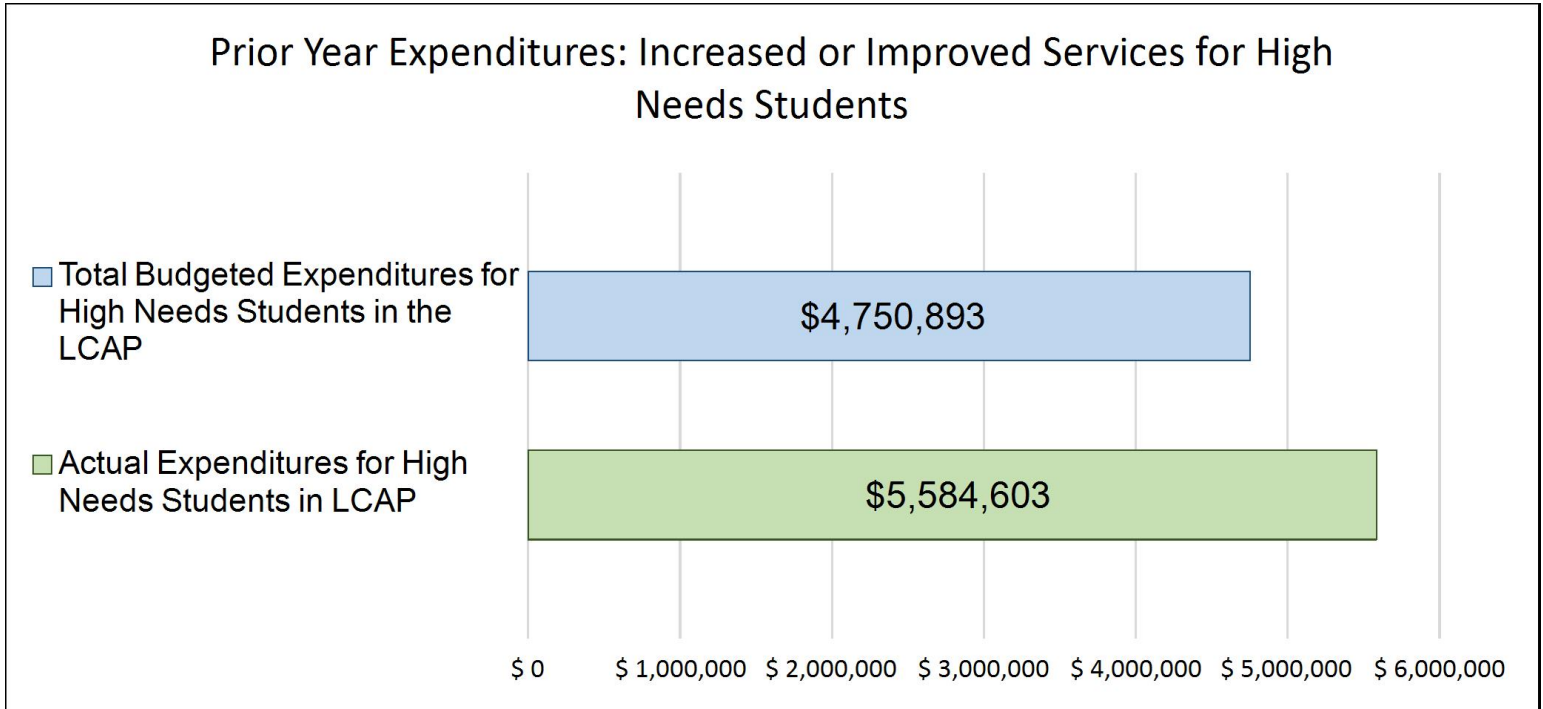
In 2023-24, Heartland Charter School is projecting it will receive \$4,320,121 based on the enrollment of foster youth, English learner, and low-income students. Heartland Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Heartland Charter School plans to spend \$5,584,603 towards meeting this requirement, as described in the LCAP.

N/A - The amount budgeted to increase or improve services for high needs students (\$5,584,603) is more than

the projected revenue of LCFF supplemental and concentration grants for 2023-2024 (\$4,248,422).

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Heartland Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what 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.

The text description of the above chart is as follows: In 2022-23, Heartland Charter School's LCAP budgeted \$4,750,893 for planned actions to increase or improve services for high needs students. Heartland Charter School actually spent \$5,584,603 for actions to increase or improve services for high needs students in 2022-23.



Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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, 2022 (California Basic Educational Data Systems, or CBEDS, census day), Heartland had 4700 students enrolled in grades TK-12, residing in Kern County and its adjacent counties. See below for more details:

KN - 572

1st- 430

2nd - 469

3rd - 442

4th - 454

5th - 412

6th - 408

7th - 383

8th- 362

9th - 240

10th - 211

11th - 189

12th - 128

*KN (includes Transitional Kindergarten and Kindergarten)

Total Males (number and %): 2286 (48.64%)

Total Females (number and %): 2410 (51.28%)

Total X (number and %) 4 (0.09%)

Ethnic Background Breakdowns (%)

American Indian/ Alaska - 18 (0.38%)

Asian - 36 (0.77%)

Black/African - 73 (1.55%)

Filipino - 22 (0.47%)

Hispanic - 1301 (27.68%)

Native Hawaiian/Other Pacific Islander - 4 (0.09%)

White - 2806 (59.70%)

Multiple- 298 (6.34%)

Missing - 142 (3.02%)

Socioeconomically Disadvantaged (determined by Household Data Form/Free/Reduced lunch): 2028 (43.15%)

English Learners: 51 (1.09%)

% speaking Spanish (43 students), 84.13% of EL students spoke Spanish, 0.91% of the total school

Students with disabilities/Special Education: 462 (9.83%)

Foster Youth:6 (0.13%)

Homeless: 11 (0.23%)

Migrant (if any-%): 0

LCFF unduplicated count (%) (Local Control Funding Formula; students who are designated as English Learner/Foster Youth/Socioeconomically Disadvantaged): 2031 (43.21%)

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 and career preparedness for students, with increased offerings and participation in CTE Pathways and more students taking community college courses. The 2021 DataQuest College/Career Measures Only Report shows that 24.3% of high school students completed two semesters of college credit courses. This report also showed that 10% of the graduation cohort completed all A-G requirements. In addition, Heartland is seeing an increase in the percentage of graduating students 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. In a noticeable improvement, the 2022 DataQuest College/Career Measures Only Report showed that 15.8% of the graduation cohort completed all A-G requirements. The school again had more students choosing to become more college and career ready through the completion of community college courses (concurrent enrollment): 38.8% of students completed one semester of college credit courses and 32.1% completed two semesters of college credit courses. Additionally, two students earned the State Seal of Biliteracy (1.2% of the cohort).

Heartland's graduation rates have continued to improve over the last few years (California Dashboard Graduation Rate by Student Group report):

2019-2020: 89.9%

2020-2021: 92.0%

2021-2022: 94.5%

Since Heartland's first year as a charter in 2018-2019, our school has made great strides to provide targeted intervention and support to specific student subgroups and this is reflected in growth in our CAASPP English Language Arts and Mathematics scores for the 2021-2022 school year.

Heartland's overall student population is showing gains in English-Language Arts, with 36.52% of students Meeting or Exceeding standards in 2018-2019 to 43.11% in 2020-2021. This dipped slightly to 42.04% in 2021-2022, but Heartland's overall distance from the state average from 2020-2021 to 2021-2022 decreased from 10.63% in 2018-2019 to 5.02% in 2021-2022, demonstrating Heartland's growth in student achievement overall. Heartland has also shown growth in Mathematics, with overall student performance increasing from 16.46% in 2018-19 to 23.89% in 2020-2021 to 26.04% Met or Exceeded for 2021-2022. Heartland's distance from the state average decreased as well in math, from 23.33% in 2018-2019 to 8.74% in 2020-2021 to 7.34% in 2021-2022.

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, IXL, Reading Eggs, Math Seeds, and Lexia, 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 a 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, SAVVAS, 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 thousands of 2023-2024 LCAP planning surveys, families overwhelmingly (96%) 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 nearly 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.

CAASPP results for 2021 showed that 43.11% Met or Exceeded the Standard in ELA and 23.89% Met or Exceeded the Standard in Math. The CAASPP results for 2022 showed that 42.04% Met or Exceeded the Standard in ELA and 26.04% Met or Exceeded the Standard in Math. Although Heartland has rolled out universal IXL access for all students and Thinking Maps training for teachers, parents, and students, we can continue to work toward targeted specific areas of struggle with all subgroups. Overall, Heartland has seen an increase from 36.52% proficiency in the school's total student population in 2018-19 to 42.04% in 2021-22, which is only 5.02% below the state average.

Additionally, although we have shown great year over year growth in Mathematics, we have a continued need for improvement in our Mathematics instruction and intervention, as we continue to perform approximately 7% below the state average Met or Exceeded Standard in Mathematics and 5% below the state average for English Language Arts for all students. Although our Met or Exceeded Standards percentages went down for Asian and African American student populations from 2020-2021 to 2021-2022, these are extremely small subgroups, making up only 1% and 2% of our tested student population, respectively. As noted above, Heartland has made great progress, but continues to need to work on supporting students with mathematics proficiency specifically. On a positive note, none of Heartland's major subgroups of testers (those that identify as White 75%, Hispanic 14%, Socioeconomically Disadvantaged 26%, or Students with Disabilities 11%) , decreased in their Met or Exceeded Scores from 2018-2019 to 2021-2022. However, Heartland's smaller subgroups which make up 1-2% of test takers (Filipino, Asian) are drastically below the state average. Overall, Heartland is 7.34% below the state average for all learners in math, which shows there is still work to be done in helping all students to meet proficiency in grade level mathematics standards.

SUPPORT FOR UNDUPLICATED PUPILS AND STUDENTS WITH DISABILITIES:

English Learners / Multilingual Students:

On the 2019 Dashboard, the English Learner Progress Indicator (ELPI), showed 53.3% of English Learners were making progress toward English Language Proficiency. The ELPI for 2022 was 54.5%. These data points indicate positive outcomes for EL students are occurring, but Heartland continues to pursue excellence in providing a stronger EL program each year. 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) as well as WordlyWise and Lexia (2021-2022 and on).

Based on available CAASPP data as reported in DataQuest, Students identified English Learners (EL) have scored lower in English Language Arts (ELA) and Math than non EL students (EO = English Only):

2020-2021

ELA: 0.00% met or exceeded the standard (EL) vs. 42.78% met or exceeded the standard (EO)

Math: 8.33% met or exceeded the standard (EL) vs. 23.72% met or exceeded the standard (EO)

2021-2022

ELA: 26.67% met or exceeded the standard (EL) vs. 41.60% met or exceeded the standard (EO)

Math: 6.67% met or exceeded the standard (EL) vs. 26.02% met or exceeded the standard (EO)

Socioeconomically Disadvantaged (SED) / Low Income Students:

Based on 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 than non SED students:

2018-2019

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)

2019-2020

There was no CAASPP data for 2019-2020 due to the COVID-19 pandemic and the subsequent suspension of the CA Dashboard.

2020-2021

ELA: 35.66% met or exceeded the standard (SED) vs. 47.47% met or exceeded the standard (non-SED)
Math: 15.15% met or exceeded the standard (SED) vs. 28.99% met or exceeded the standard (non-SED)

2021-2022

ELA: 36.25% met or exceeded the standard (SED) vs. 45.97% met or exceeded the standard (non-SED)
Math: 19.59% met or exceeded the standard (SED) vs. 30.42% met or exceeded the standard (non-SED)

Foster Youth / Homeless Students:

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 most recent available data (from 2018-2019) shows students experiencing homelessness at a lower percentage of meeting or exceeding the standard that their peers who were not experiencing homelessness:

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)

Students with Disabilities (SWD):

Based on CAASPP data as reported in DataQuest, students identified being students with disabilities (SWD) scored lower in English Language Arts (ELA) and Math than non SWD students:

2018-19

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)

2019-2020

There was no CAASPP data for 2019-2020 due to the COVID-19 pandemic and the subsequent suspension of the CA Dashboard.

2020-21

ELA: 20.17% met or exceeded the standard (SWD) vs. 45.65% met or exceeded the standard (students with no reported disability)
Math: 8.73% met or exceeded the standard (SWD) vs. 25.57% met or exceeded the standard (students with no reported disability)

2021-2022

ELA: 20.29% met or exceeded the standard (SWD) vs. 44.28% met or exceeded the standard (students with no reported disability)
Math: 11.80% met or exceeded the standard (SWD) vs. 27.52% 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 have been developed and are being implemented 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:

Heartland is 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.

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).

The COVID-19 pandemic has been disruptive in many ways for schools. As a result there is not a College and Career Measures Report that gives an overall percentage of student preparedness for 2021 and 2022. However, we continue to see a need for continued action in the area of college and career readiness. In the 2020-2021 College and Careers report (CA Dashboard additional report), 2.1% of graduates in the cohort completed a CTE Pathways with a grade of C- or better in the capstone course. 1.0% of the cohort who completed a Career Technical Education (CTE) Pathway was socioeconomically disadvantaged. In that same year, 10% of the graduation cohort completed all A-G requirements. 7.2% of the cohort who completed the A-G requirements was socioeconomically disadvantaged. No students completed both a CTE Pathway and all A-G requirements. Heartland saw more students choosing to become more college and career ready through the completion of community college courses (concurrent enrollment): 36.4% of students completed one semester of college credit courses (29.9% of the cohort was socioeconomically disadvantaged and 20.7% of the cohort were students with disabilities). 24.3% completed two semesters of college credit courses (16.5% of the cohort was socioeconomically disadvantaged and 6.9% of the cohort were students with disabilities). One student earned the State Seal of Biliteracy (0.7% of the cohort). There was not a numerically significant number of English learners, foster students, or homeless students, so unfortunately this data was not available, but the support of these populations through this action is imperative.

The College and Career Measures Report for 2021-2022 shows some improvements, while still showing a need for continued growth in this area. The report shows that 0.6% of the cohort completed two Advanced Placement (AP) exams with scores of a three or higher. 1.2% of graduates in the cohort completed a CTE Pathways with a grade of C- or better in the capstone course. 2.0% of the cohort who completed a CTE Pathway was socioeconomically disadvantaged. In a noticeable improvement, 15.8% of the graduation cohort completed all A-G requirements. 7.8% of the cohort who completed the A-G requirements was socioeconomically disadvantaged. No students completed both a CTE Pathway and all A-G requirements. The school again had more students choosing to become more college and career ready through the completion of community college courses (concurrent enrollment): 38.8% of students completed one semester of college credit courses (25.5% of the cohort was socioeconomically disadvantaged and 22.2% of the cohort were students with disabilities). 32.1% completed two semesters of college credit courses (21.6% of the cohort was socioeconomically disadvantaged and 22.2% of the cohort were students with disabilities). Two students earned the State Seal of Biliteracy (1.2% of the cohort). There was not a numerically significant number of English learners, foster students, or homeless students, so unfortunately this data was not available, but the support of these populations through this action is imperative as we strive to meet the needs of all students and to improve and increase support for these students groups.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 educational partners, 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 an 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 for the 2023-2024 LCAP:

September 2022-May 2023 - 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.

October 2022 - Title I, Part A information was presented to the Parent Advisory Committee. The meeting was held at three separate times and available with Spanish translation services. We received parent feedback on the needs of at-risk students and discussed potential actions that the students might benefit from.

November 2022- January 2023 - Informal feedback from parents, staff members, and community partners is collected via online feedback, Parent University sessions, suggestion boxes, and vendor surveys.

February-March 2023 - 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 55% of the approximately 2500 families represented at Heartland (1344 parent responses received). Approximately 32% of eligible students (grades 4-12) responded to the survey (904 student responses). About 81% of the school staff responded to the staff survey (228 responses received). Staff responses included those of administrators, teachers, other certificated support staff, and classified staff.

February-May 2023 - The administrative team, including the Executive Director (Superintendent and Principal), met weekly to address school needs and planning for the 2023-2024 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 2023 - The 2023-2024 LCFF Budget Overview for Parents and the draft of the LCAP in its entirety were made available for comment during a public hearing within a regularly scheduled board meeting on May 26, 2022.

June 2023 - Heartland administrators reviewed the planned 2022-2023 LCAP goals and actions with SELPA representative on June 2, 2022. The 2022-2023 LCAP will be reviewed for final approval and adoption at the regularly scheduled board meeting on June 23, 2022.

A summary of the feedback provided by specific educational partners.

Specific feedback provided by Heartland stakeholder groups is highlighted below:

Parents:

- “Ideas for motivating my student academically, especially with reading, would be helpful.”
- “More opportunity for students to interact socially, especially for high school students.”
- “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.”
- “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.”

- “Our biggest concern was our student re-integrating to a classroom, but concurrent enrollment remedies this.”
- “It would be great to be able to look at curriculum options in person more often.”

Parent Advisory Committee:

- “It would be great if Heartland offered more online classes for math and reading.”
- “I just wish there was more community events to get their social needs met.”
- “Heartland should offer more Heartland Live math classes.”

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 support for developing writing skills in English
- 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
- The ELD Support class is very helpful for our students.

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.”
- “I think parents need more support in helping their students learn how to write. I’m excited to help plan for teacher support in implementing our Write From the Beginning...and Beyond curriculum.”

- "It might be helpful to offer Parent University during Heartschool."

Other certificated employees:

- "Some parents really struggle with technology and it can be a barrier to support."
- "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:

- "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."
- "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 input from educational partners.

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), Parent Advisory Committee (PAC), 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. (Focus Goal incorporating 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 FOCUS 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	100% of teachers are appropriately assigned and fully credentialed in the	100% of teachers are appropriately assigned and fully credentialed in the	100% of teachers are appropriately assigned and fully credentialed in the		100% of teachers are appropriately assigned and fully credentialed in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (SARC/HR Department)	subject area for the pupils they are teaching.	subject area for the pupils they are teaching.	subject area for the pupils they are teaching.		subject area for the 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	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	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	100% or more of grade level standards assigned; teacher grades student proficiency toward standard in each course or content area each learning period	100% or more 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
2. B. How the programs and services will enable	33% of EL students are at or above grade	60% of EL students are at or above grade	56% of EL students are at or above grade		36% or higher of EL students are at or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency (Curriculum and Instruction / Benchmark Data)	level in math and reading	level in math and reading	level in math and reading.		above grade level in math and reading
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	2021 CAASPP results: ELA - 44.14% Met or Exceeded the performance standard Math - 23.86% Met or Exceeded the performance standard	2022 CAASPP results: ELA - 42.04% Met or Exceeded the performance standard Math - 26.04% 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)	2020 Dashboard College/Career Measures Reports & Data (How Met Prepared): 14.8% completed A-G requirements	2021 Dashboard College/Career Measures Reports & Data (How Met Prepared): 10.0% completed A-G requirements	2022 Not Reported on the Dashboard; Internal Data: 16.11%		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	2020 Dashboard College/Career Measures Reports &	2021 Dashboard College/Career Measures Reports &	2022 Not Reported on the Dashboard; Internal Data: 0%		2024 Dashboard College/Career Measures Reports &

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed courses that satisfy the requirements for 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)	Data (How Met Prepared): 3.7% completed CTE Pathway sequence	Data (How Met Prepared): 2.1% completed CTE Pathway sequence			Data (How Met Prepared): 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)	2020-2021 - 0% of pupils successfully completed BOTH the requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (CALPADS 15.2)	2022 Not Reported on the Dashboard; Internal Data: 0%		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	2019 ELPI-55.3% of ELs were making progress toward	2020-2021 ELPI-45.5% of ELs made progress toward English language	2021-2022 ELPI - 54.5% making progress towards		58% or more of English Learners making progress toward English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the ELPAC (Dashboard ELPI-Status)	English language proficiency	proficiency (school used calculation set by CDE since Dashboard ELPI not shown)	English language proficiency		Language Proficiency as shown after the 2023-2024 Dashboard (ELPI)
4. F. EL reclassification rate (DataQuest)	2019-2020 Reclassification Rate - 31.8%	2020-2021 Reclassification Rate - 20.0%	2021-2022 Reclassification Rate - 21.3%		2024: 25% 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.	2021 College and Career Measures Reports (How Met Prepared): 0% scored a 3 or higher on an AP exam.	2022 Not Reported on the Dashboard; Internal Data: 2 students passed an AP exam with a 3 or higher.		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	2020 College and Career Measures Report (How Met Prepared): 44.4% ELA/Math CAASPP Score of 3 or higher	2021 and 2022 - Not Reported on Dashboard		2024 College and Career Measures Reports (How Met Prepared): 60.1% ELA/Math CAASPP Score of 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 7- Access to a Broad 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)	2020-2021: 100% of students have access to a broad course of study (vendor list and School Pathways course report)	100% of students have access to a broad course of study	100% of students have access to a broad course of study		2024: 100% of students have access to a broad course of 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)	100% of these student populations have access to a broad course of study and/or programs	100% of these student populations have access to a broad course of study and/or programs		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)	100% of students with disabilities have access to a broad course of study and/or programs	100% of students with disabilities have access to a broad course of study and/or programs		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)	TK-11: Renaissance STAR 360: 83% of students met or exceeded district benchmark in reading	TK-11: Renaissance STAR 360: 82% of students met or exceeded district benchmark in reading	TK-1: Renaissance STAR 360: 80% of students met or exceeded district benchmark in Early		TK-1: Renaissance STAR 360: 85% of students met or exceeded district benchmark in Early

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. A. Pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable. . (Local Data, Dashboard-College and Career Indicator-CCI)	and 78% of students met or exceeded district benchmark in math in the Spring of 2021 12th grade: 2019 College and Career Measures Report: 14.6% Prepared (CCI)	and 78% of students met or exceeded district benchmark in math in the Spring of 2022 12th grade: 2020 College and Career Measures Report: 23.1% Prepared (CCI not available for 2021)	Literacy skills in the spring of 2023. 1st-11th: Renaissance STAR 360: 70% of students met or exceeded district benchmark in reading and 68% of students met or exceeded district benchmark in math in the Spring of 2023. 12th grade: No CCI available for 2022 for 12th grade (internal data: 16.11%)		Literacy Skills in the spring of 2024 1st-11th: Renaissance STAR 360: 85% of students met or exceeded benchmark in reading and 82% of students met or exceeded district benchmark in math in the Spring of 2024 12th grade: 2023 College and Career Measures Report: 27% Prepared (CCI)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Monitoring Instructional Material Access	<p>1.1 Monitor instructional material access for all students (LCFF Priorities 1.A., 1.B., 2.B.)</p> <p>WHAT: This action and the strategy below will ensure that all students have sufficient access to the standards- aligned instructional materials.</p> <p>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.</p>	\$15,512,519.10	No

Action #	Title	Description	Total Funds	Contributing
		<p>OUTCOME/MEASUREMENT: 100% of students have sufficient access to standards-aligned instructional materials. This will be noted on the student's Assignment Work Record.</p> <p>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.</p> <p>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 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.</p>		
1.2	Establishing and Maintaining Best Practices Toward Monitoring Content Mastery	<p>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.)</p> <p>WHAT: This action and the strategy below will ensure that students are working toward content standard mastery.</p> <p>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.</p> <p>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</p>	\$78,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>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.</p> <p>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.</p> <p>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.</p>		
1.3	Providing Access to a Broad Course of Study	<p>1.3 Providing access to a broad course of study for all students. (LCFF Priority 7.A)</p> <p>WHAT: This action and the strategies below will ensure that students have access to a broad course of study.</p> <p>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.</p>	\$6,371,440.19	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.)</p> <p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>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.</p> <p>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.</p> <p>c) Academic Clubs and Leadership Opportunities - Students may participate in clubs, leadership courses, and/or in the student council or ASB (associated study body).</p> <p>d) Field Trips - Students may extend their learning via field trips to local zoos, museums, botanical gardens, etc.</p>		
1.4	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.)	\$727,416.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>WHAT: This action and the strategies below will ensure that students are prepared for college and careers upon graduation from high school.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>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).</p> <p>b) College and Career Learning Opportunities for Students - Continue to increase exposure to career pathways through college and career fairs.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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.</p> <p>f) School Counselor - an additional counselor will support high school students (primarily) in an effort to offer more frequent and in-depth family consultation meetings for high school and college/career planning to students and their parents</p>		
1.5	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	\$1,412,543.80	No

Action #	Title	Description	Total Funds	Contributing
		<p>exceptional needs and to individualize support for all students in and close achievement gaps. (LCFF Priorities 4.A., 7.B., 7.C., 8.A.)</p> <p>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.</p> <p>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).</p> <p>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)</p> <p>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 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.</p> <p>STRATEGIES/RESOURCES:</p> <p>a) Online Virtual Instruction License Assignments - e.g. MobyMax, Learning Ally, IXL, Reading Eggs/Math Seeds, etc.</p> <p>b) Tutoring - e.g. Tutor.com and other vendor support, content specialist stipend, tutors/aids</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>e) Summer Support - Students involved in tiered intervention will continue to have access to self-paced, online intervention support in the summer.</p> <p>f) Heartland Ordering Handbook - a resource to find additional student learner resources that can be ordered to meet students' needs with school approval using the planning amounts.</p> <p>g) Title I, Part A Handbook - a resource for families related to support for helping students achieve and master the grade level academic content standards, which includes links to educational resources, curriculum ideas and community resources.</p> <p>h) MTSS SST Coordinator support - Specific support for struggling learners in which a team of parent, certificated teacher, student, and potentially other certificated support work as a team to determine needs and respond with intervention, monitoring, and data use for decision-making in order to help struggling students achieve the standards.</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	Comprehensive EL Support	<p>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.)</p> <p>WHAT: This action and the strategies below focus upon addressing the needs of our English learners and are intended to build a more robust EL program to increase achievement and college and career preparedness for this student population.</p> <p>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.</p> <p>OUTCOME/MEASUREMENT: California Dashboard: English Learner Progress Indicator (ELPI), DataQuest EL Reclassification Rate; English Language Proficiency Assessments for California (ELPAC) Scores</p> <p>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</p>	\$171,306.40	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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).</p> <p>STRATEGIES/RESOURCES:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d) Supplemental Curricular Support for Language Acquisition - EL students have access to BrainPop ELL, Lexia, and WordlyWise to</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>		
1.7	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.)	\$4,334,461.86	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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).</p> <p>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 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.</p> <p>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)</p> <p>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.</p> <p>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</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>points below standard, and socioeconomically disadvantaged students scored 114.8 points below standard.</p> <p>STRATEGIES/RESOURCES:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		

Goal Analysis [2022-23]

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.

There was no substantive difference in planned actions or implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures for Goal 1 in 2022-23 was \$25,404,775.42, but the estimated actual expenditures was \$28,327,912.06, a difference of about \$2,923,136.64 more spent than budgeted. The primary reason for this difference was a decision made by the board in the fall of 2022 to offer an optional additional grant for LCFF instructional funds to be used to augment the general education program, specifically by providing greater funding for tutoring, curriculum, and technology to boost access to a broad course of study (Goal 1, Action 3) and MTSS (Goal 1, Action 5). Additionally, a cost of living adjustment stipend for staff was provided in May of 2023 as a result of increasing costs related to inflation caused by the COVID-19 pandemic and the war in Ukraine. This additional expense certificated salaries and benefits increased the expenditures for Goal 1 Action 1 and Goal 1, Action 7.

With regard to the planned percentages of improved services, Heartland was to increase or improve services by 8.81%, but planned to increase or improve services by 10.72% (total for contributing actions in Goal 1 and Goal 2). In fact, Heartland's estimated actual percentage increase of improved services was 12.63% total for both Goals 1 and 2. Within Goal 1, Action 4 (College and Career Readiness) Heartland decided not to utilize the A-G Competition and Success Grants (categorical funds) for an additional counselor position as had been planned and instead funded the additional position using LCFF funds. Furthermore, the increased certificated staffing costs mentioned in the paragraph above also contributed to an increase in the estimated actual amount expensed for another contributing action: Goal 1, Action 7 (Student Achievement Focus Group).

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

Based on the outcome metrics, the actions in Goal 1 were very effective toward meeting the objective of increasing student achievement and academic success through a personalized learning approach, focusing 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). The most effective actions were: Action 2 (Establishing and Maintaining Best Practices Toward Content Mastery), Action 4 (College and Career Readiness), Action 5 (Multi-Tiered System of Supports), Action 6 (Comprehensive EL Support), and Action 7 (Student Achievement Focus Group).

Goal 1.1 (Monitoring Instructional Material Access): 100% of teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching; 100% of students had access to standards-aligned instructional materials; 56% of EL students are at or above grade level in math and reading.

Goal 1.2 (Establishing and Maintaining Best Practices Toward Content Mastery): 100% of grade level standards assigned; 2022 CAASPP results: 42.04% met or exceeded the standard in ELA and 26.04% met or exceeded the standards in math (above 2024 goal); TK-1: Renaissance STAR 360: 80% of students met or exceeded district benchmark in Early Literacy skills in the spring of 2023. 1st-11th: Renaissance STAR 360: 70% of students met or exceeded district benchmark in reading and 68% of students met or exceeded district benchmark in math in the Spring of 2023.

Goal 1.3 (Providing Access to a Broad Course of Study): 100% of students had access to a broad course of study

Goal 1.4 (College and Career Readiness): 15.8% of 2022 graduates meeting the A-G completion requirements; an increase in the number and percent of graduates having completed at least one college course (38.8%) in 2022 (2020: 27.8%; 2021: 30.1%). CCI not available on 2022 Dashboard, however using internal data: 16.11% of 2022 graduates were prepared for college and career (based on CCI measures)

Goal 1.5 (Multi-Tiered System of Supports): 100% of unduplicated pupils and students with disabilities have access to a broad course of study; TK-1: Renaissance STAR 360: 80% of students met or exceeded district benchmark in Early Literacy skills in the spring of 2023. 1st-11th: Renaissance STAR 360: 70% of students met or exceeded district benchmark in reading and 68% of students met or exceeded district benchmark in math in the Spring of 2023.

Goal 1.6 (Comprehensive EL Support): 2021-2022 ELPI - 54.5% making progress towards English language proficiency; 56% of EL students are at or above grade level in math and reading.

Goal 1.7 (Student Achievement Focus Group): an increase of 5.66% in the percentage of students scoring Met or Exceeded Standard on state ELA assessment (CAASPP: 2019: 36.38% Met or Exceeded and 2022: 42.04% Met or Exceeded); an increase of 9.58% in the percentage of students scoring Met or Exceeded Standard on state Math assessment (CAASPP: 2019: 16.46% Met or Exceeded and 2022: 26.04% Met or Exceeded)

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.

One part of the 2.A. metric (% of students meeting the standards in math and ELA per benchmark assessment data) was removed because that data/metric appears in 8.A. regrading pupil outcomes and was not necessary in both places. The metric for 8.A. (% of students at/above grade level on Renaissance STAR 360 benchmark assessments) was updated to reflect that TK-1st grade students take the Early Literacy benchmark, while 1st-11th grades take the reading and math benchmarks. Pertaining to actions, Heartland plans to make a more concerted effort in the area of high school support and has hired another additional school counselor (1.4f). Heartland has also braided in Title I, Part A (federal funds) to the LCAP (starting in 2022-2023) to augment the planned actions, such as in Goal 1.5a (additional online curriculum support for increased learning assessment and intervention) and Goal 1.5h (trained MTSS SST coordinators who provide specific support for struggling learners in which a team of parent, certificated teacher, student, and potentially other certificated support work as a team to determine needs and respond with intervention, monitoring, and data use for decision-making in order to help struggling students achieve the standards). Heartland continues to increasing and improving our communication of supports within the MTSS, via an ordering handbook and a Title I, Part A handbook, both of which are accessible to families, such that they are more aware of school and community resources and how to access them.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 (Broad Goal incorporating 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)

This is a BROAD GOAL. 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 2021-2022 Parent LCAP Survey	38.6% of families returned the 2022-2023 Parent LCAP survey.	54.8% of families returned the 2023-2024 Parent LCAP Survey		50% of families will return the Parent LCAP Survey
State Priority 3. B1. Parent participation.	100% of English Learner Advisory	100% of English Learner Advisory	100% of English Learner Advisory		100% of English Learner Advisory

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(marketing efforts - events/programs for unduplicated pupils)	Committee (ELAC) Meetings and 100% of Parent education workshops advertised via email and via the school website, newsletters/flyers or social media;	Committee Meetings and 100% of Parent education workshops advertised via email and via the school website or social media	Committee Meetings and 100% of Parent education workshops advertised via email and via the school website or social media		Committee Meetings 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, PAC 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	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	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	99.89% End-of-Year for 2020-2021 (P2 not applicable for 2020-2021)	99.87% for 2021-2022		Maintain +/- 1% of 2019-2020 P2 ADA rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5. B. Chronic Absenteeism Rate (Dashboard, SIS)	2019 Dashboard 0.3% Chronic Absenteeism	2020-2021 - 0.2% Chronic Absenteeism	2021-2022 - 0.1% Chronic Absenteeism		Continue 0.3% or lower chronic absenteeism rate
State Priority 5. C. Middle School Dropout Rate (CALPADS/SIS)	2020-2021: 0% middle school drop out rate	2021-2022: 0.6% middle school drop out rate	2022-2023: 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%	2020-2021: Five Year Cohort Outcomes: 6.3%	2021-2022: Five Year Cohort Outcomes: 1.7%		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%	2020-2021 Four Year Adjusted Cohort Graduation Rate 92.0%	2021-2022 Four Year Adjusted Cohort Graduation Rate 94.5%		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)	25.2% of students in grades 4-12 returned the LCAP student survey (March 2022)	31.9% of students in grades 4-12 returned the LCAP student survey (March 2023)		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	2020-2021 - 0% suspension rate	2021-2022 - 0% suspension rate		2024 Dashboard 0% suspension rate
State Priority 6. B. Expulsion Rate (DataQuest)	2019-2020 DataQuest Expulsion Rate: 0%	2020-2021 - 0% expulsion rate	2021-2022 - 0% expulsion rate		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	An average of 84.8% respondents to the 2022 LCAP surveys said they feel safe and	87.37% of respondents to the 2023 LCAP surveys said they feel safe and		An average of 85% or more respondents to the 2024 LCAP surveys will state that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connected to the school	connected to the school	connected to the school.		they feel safe and connected to the school
State Priority 7. A. Course Access: Students have access and are enrolled in a broad course of study: Social Science, Science, Health, PE, VAPA, World Language (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)	100% of students have access to a broad course of study or programs	100% of students have access to a broad course of study or programs		100% of students have access to a 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	100% of these student populations have access to a broad course of study or programs		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	100% of students with disabilities have access to a broad course of study or programs		100% of students with disabilities have access to a broad course of study or programs

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Graduation Needs Assessment	<p>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.)</p> <p>WHAT: Heartland will work to determine what barriers may exist for unduplicated pupils to graduate within four years.</p> <p>WHO: 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.</p> <p>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).</p> <p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>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.</p> <p>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</p>	\$251,267.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the provision and creation of resources and processes designed to remove barriers. Consultants may be used to support this process.		
2.2	Foster/Homeless/SED Support	<p>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.)</p> <p>WHAT: Address immediate and long-term needs for students who are identified as foster youth, homeless and/or from low-income households.</p> <p>WHO: The liaison for foster/homeless/SED students</p> <p>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</p> <p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>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.</p> <p>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.</p>	\$100,152.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>c) Communication and Outreach - The liaison will work with family liaisons and other staff to communicate about resources via newsletters, emails, flyers, etc.</p> <p>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.</p> <p>e) Parent Advisory Committee (PAC) - As of the 2021-2022 school year, approximately 41% of Heartland students are classified as socioeconomically disadvantaged. Virtual meetings with parents are held during the year and include the Parent Engagement Coordinator and an administrator. All parents are invited to attend with a special focus upon supporting students who are at risk of failing or falling behind with regard to achieving the content standards. The primary purpose of the PAC is to help connect families with the appropriate resources available to them through the school and larger community that will help engage the families, including students, in the students' education and promote learning opportunities. The ultimate goal is to eliminate the achievement gaps for students that can be impacted by factors such as poverty, disability, and homelessness. Language translation is provided as needed for the PAC virtual meetings.</p>		
2.3	Communication and Curriculum Support	<p>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.)</p> <p>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.</p>	\$205,461.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>WHO: Family liaisons, and lending library specialists</p> <p>OUTCOME/MEASUREMENT: 100% of students will have access to a broad course of study. (Tracking of parent participation attendance logs, LCAP survey response rate)</p> <p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>a) Family Liaisons - Support programming and school communications (newsletter, social media, website, etc.); assist with parent education workshops.</p> <p>b) Lending Library Specialists - Support curriculum education and expertise for teachers and parents; provide curriculum workshops for parents.</p> <p>c) Communication Tools - Use of web support (Beehively), communication/marketing programs (e.g. Canva), Ordering Handbook, Title I, Part A Handbook, intervention resources, and social media.</p>		
2.4	Parent and Family Engagement	<p>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.)</p> <p>WHAT: Support parent involvement and participation through school events, parent workshops, and school policy.</p>	\$202,767.75	No

Action #	Title	Description	Total Funds	Contributing
		<p>WHO: Certificated and classified personnel</p> <p>OUTCOME/MEASUREMENT: LCAP Survey responses and response rate, ELAC meeting minutes and attendance, parent education workshop attendance</p> <p>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.</p> <p>STRATEGIES/RESOURCES:</p> <p>a) Community Events - Certificated and classified personnel will collaborate to provide community events for the school, such as back-to-school events, graduation, etc.</p> <p>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.</p> <p>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.</p> <p>d) Title I Parent Engagement Coordinator - Supports parent and family engagement through relationship building, event planning, communication with parents, families, and community partners, as well as other engagement strategies.</p>		

Goal Analysis [2022-23]

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.

There was no substantive difference in planned actions or implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budgeted expenditures for Goal 2 in 2022-23 was \$782,653.93, but the estimated actual expenditures was \$755,698.74, a difference of about \$26,955.19 less spent than budgeted. One reason the spending was slightly less than budgeted for Goal 2, was because of the personnel cost decrease for Goal 2, Action 1 (Graduation Needs Assessment) because of leaves of absence for positions falling within this action. Another reason for the difference was the decrease in the number of librarian positions (from two to one) (Goal 2, Action 3: Communication and Curriculum Support).

With regard to the planned percentages of improved services, Heartland was to increase or improve services by 8.81%, but planned to increase or improve services by 10.72% (total for contributing actions in Goal 1 and Goal 2). In fact, Heartland's estimated actual percentage increase of improved services was 12.63% total for both Goals 1 and 2. Within Goal 2, Action 2, a contributing action there was an increase in cost of personnel for Foster/Homeless/SED support.

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

Based on the outcome metrics, the actions in Goal 2 were very effective toward meeting the goal: 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).

Goal 2.1 (Graduation Needs Assessment): increased graduation rate (2022: 95.45% compared to 2021: 92%); maintained an attendance rate above 95%, low chronic absenteeism (0.2%), no suspensions, no expulsions

Goal 2.2 (Foster/Homeless/SED Support): per the 2022 Dashboard Heartland maintained an attendance rate above 95%, low chronic absenteeism (0.1%), low middle school drop out rate (0%), no suspensions, no expulsions

Goal 2.3 (Communication and Curriculum Support): increased response to the Parent LCAP surveys (54.8% of parents responded in the spring of 2023, compared to 38.6% in the spring of 2022); increased parent participation in meetings (ELAC, PAC, and orientation meetings)

Goal 2.4 (Parent and Family Engagement): ; increased response to Parent LCAP surveys (54.8% of parents responded in the spring of 2023, compared to 38.6% in the spring of 2022); increased parent participation in meetings (ELAC, PAC, and orientation meetings)

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.

In an effort to provide more needed support for struggling students and/or specific student populations, Heartland added a Title I Parent Engagement Coordinator in the later half of the 2021-2022 school year and updated the LCAP to reflect this in Goal 2, Action 4 (d) goal in an effort to have more specific support to identify and support struggling students and their families using additional, supplemental resources and interventions. We also outlined the additional strategy of the Parent Advisory Committee (PAC) in 2.2e: As of the 2022-2023 school year, approximately 43% of Heartland students are classified as socioeconomically disadvantaged. Virtual meetings with parents are held during the year and include the Parent Engagement Coordinator and an administrator. All parents are invited to attend with a special focus upon supporting students who are at risk of failing or falling behind with regard to achieving the content standards. The primary purpose of the PAC is to help connect families with the appropriate resources available to them through the school and larger community that will help engage the families, including students, in the students' education and promote learning opportunities. The ultimate goal is to eliminate the achievement gaps for students that can be impacted by factors such as poverty, disability, and homelessness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$4,320,121	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.95%	0.00%	\$0.00	8.95%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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).

The COVID-19 pandemic has been disruptive in many ways for schools. As a result there is not a College and Career Measures Report that gives an overall percentage of student preparedness for 2021 and 2022. However, we continue to see a need for continued action in the area of college and career readiness. In the 2020-2021 College and Careers report (CA Dashboard additional report), 2.1% of graduates in the cohort completed a CTE Pathways with a grade of C- or better in the capstone course. 1.0% of the cohort who completed a Career Technical Education (CTE) Pathway was socioeconomically disadvantaged. In that same year, 10% of the graduation cohort completed all A-G requirements. 7.2% of the cohort who completed the A-G requirements was socioeconomically disadvantaged. No students completed both a CTE Pathway and all A-G requirements. Heartland saw more students choosing to become more college and career ready through the completion of community college courses (concurrent enrollment): 36.4% of students completed one semester of college credit courses (29.9% of the cohort was socioeconomically disadvantaged and 20.7% of the cohort were students with disabilities). 24.3% completed two semesters of college credit courses (16.5% of the cohort was socioeconomically disadvantaged and 6.9% of the cohort were students with disabilities). One student earned the State Seal of Biliteracy (0.7% of the cohort). There was not a numerically significant number of English learners, foster students, or homeless students, so unfortunately this data was not available, but the support of these populations through this action is imperative.

The College and Career Measures Report for 2021-2022 shows some improvements, while still showing a need for continued growth in this area. The report shows that 0.6% of the cohort completed two Advanced Placement (AP) exams with scores of a three or higher. 1.2% of graduates in the cohort completed a CTE Pathways with a grade of C- or better in the capstone course. 2.0% of the cohort who completed a CTE Pathway was socioeconomically disadvantaged. In a noticeable improvement, 15.8% of the graduation cohort completed all A-G requirements. 7.8% of the cohort who completed the A-G requirements was socioeconomically disadvantaged. No students completed both a CTE Pathway and all A-G requirements. The school again had more students choosing to become more college and career ready through

the completion of community college courses (concurrent enrollment): 38.8% of students completed one semester of college credit courses (25.5% of the cohort was socioeconomically disadvantaged and 22.2% of the cohort were students with disabilities). 32.1% completed two semesters of college credit courses (21.6% of the cohort was socioeconomically disadvantaged and 22.2% of the cohort were students with disabilities). Two students earned the State Seal of Biliteracy (1.2% of the cohort). There was not a numerically significant number of English learners, foster students, or homeless students, so unfortunately this data was not available, but the support of these populations through this action is imperative as we strive to meet the needs of all students and to improve and increase support for these students groups.

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 graduation. 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 award 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 award 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.

The COVID-19 pandemic has been disruptive in many ways for schools. As a result the California Dashboard was suspended for 2021. The 2022 Dashboard provides the ELPI showing that 54.5% of English learners made progress toward English language proficiency. This data shows success in our EL support, but also more room for growth. The CAASPP/SBAC reports from 2021-2022 show that all subgroups at Heartland, with numerically significant numbers, fell into the Very Low (African American and Students with Disabilities) or Low range for English Language Arts (ELA) (English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, White). Overall, students were 24 points below the standard in ELA. Current English Learners were 92.3 points below standard.

In mathematics, the 2021-2022 CAASPP data shows that all subgroups with numerically significant numbers performed at the Very Low (African American, English Learners, Students with Disabilities), or Low (Hispanic, Two or More Races, Socioeconomically Disadvantaged, White) levels. Overall, students were 67.9 points below the standard in math. Current English Learners were 124.4 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 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.

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).

The Graduation Rate by Student Group for 2020-2021 was 92% overall (Dashboard Additional Reports). The graduation rate for the socioeconomically disadvantaged subgroup was 88.7% and 69.0% for students with disabilities. No data was available on this report for English learners, homeless, or foster youth. In 2021-2022 was 94.5% overall (Dashboard Additional Reports). The graduation rate for the socioeconomically disadvantaged subgroup was 93.1% and 83.3% for students with disabilities. No data was available on this report for English learners, homeless, or foster youth. It is clear that continued work to overcome potential barriers is needed to support English

learners, socioeconomically disadvantaged students, foster youth, and other traditionally underserved student groups such that graduation is accessible for all students.

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 will 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	20:1	N/A

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$29,102,147.10			\$265,188.00	\$29,367,335.10	\$22,077,365.11	\$7,289,969.99

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Monitoring Instructional Material Access	All Students with Disabilities	\$15,512,519.10				\$15,512,519.10
1	1.2	Establishing and Maintaining Best Practices Toward Monitoring Content Mastery	All Students with Disabilities	\$78,000.00				\$78,000.00
1	1.3	Providing Access to a Broad Course of Study	All Students with Disabilities	\$6,371,440.19				\$6,371,440.19
1	1.4	College and Career Readiness	English Learners Foster Youth Low Income	\$727,416.00				\$727,416.00
1	1.5	Multi-Tiered System of Supports	All Students with Disabilities	\$1,207,543.80			\$205,000.00	\$1,412,543.80
1	1.6	Comprehensive EL Support	English Learners	\$171,306.40				\$171,306.40
1	1.7	Student Achievement Focus Group	English Learners Foster Youth Low Income	\$4,334,461.86				\$4,334,461.86
2	2.1	Graduation Needs Assessment	English Learners Foster Youth Low Income	\$251,267.00				\$251,267.00
2	2.2	Foster/Homeless/SE D Support	Foster Youth Low Income	\$100,152.00				\$100,152.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Communication and Curriculum Support	All	\$205,461.00				\$205,461.00
2	2.4	Parent and Family Engagement	All Students with Disabilities	\$142,579.75			\$60,188.00	\$202,767.75

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$48,291,597.00	\$4,320,121	8.95%	0.00%	8.95%	\$5,584,603.26	0.00%	11.56 %	Total:	\$5,584,603.26
								LEA-wide Total:	\$5,313,144.86
								Limited Total:	\$271,458.40
								Schoolwide Total:	\$5,313,144.86

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	College and Career Readiness	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$727,416.00	
1	1.6	Comprehensive EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$171,306.40	
1	1.7	Student Achievement Focus Group	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,334,461.86	
2	2.1	Graduation Needs Assessment	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$251,267.00	
2	2.2	Foster/Homeless/SED Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$100,152.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,187,429.35	\$29,083,610.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Monitoring Instructional Material Access	No	\$13,383,686.10	13,477,827.56
1	1.2	Establishing and Maintaining Best Practices Toward Monitoring Content Mastery	No	\$81,872.04	\$77,901.23
1	1.3	Providing Access to a Broad Course of Study	No	\$6,048,221.23	\$7,677,661.53
1	1.4	College and Career Readiness	Yes	\$663,773.03	\$660,715.43
1	1.5	Multi-Tiered System of Supports	No	\$1,337,992.74	\$1,832,344.94
1	1.6	Comprehensive EL Support	Yes	\$156,559.04	\$158,870.53
1	1.7	Student Achievement Focus Group	Yes	\$3,732,671.24	\$4,442,590.84
2	2.1	Graduation Needs Assessment	Yes	\$239,566.36	\$224,859.24
2	2.2	Foster/Homeless/SED Support	Yes	\$96,092.60	\$107,657.25
2	2.3	Communication and Curriculum Support	No	\$238,497.24	\$198,189.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Parent and Family Engagement	No	\$208,497.73	\$224,992.77

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,905,488.00	\$4,750,893.27	\$5,594,693.29	(\$843,800.02)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	College and Career Readiness	Yes	\$526,004.03	\$660,715.43		
1	1.6	Comprehensive EL Support	Yes	\$156,559.04	\$158,870.53		
1	1.7	Student Achievement Focus Group	Yes	\$3,732,671.24	\$4,442,590.84		
2	2.1	Graduation Needs Assessment	Yes	\$239,566.36	\$224,859.24		
2	2.2	Foster/Homeless/SED Support	Yes	\$96,092.60	\$107,657.25		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$44,306,769.00	3,905,488.00	0%	8.81%	\$5,594,693.29	0.00%	12.63%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
 - **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.
 - **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.
 - **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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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