

2024-25 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Heartland Charter School
CDS Code:	15 63628 0138131
LEA Contact Information:	Name: Courtney McCorkle Position: Executive Director Email: courtney@heartlandcharterschool.com Phone: 661-829-0099
Coming School Year:	2024-25
Current School Year:	2023-24

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

Projected General Fund Revenue for the 2024-25 School Year	Amount Whole Numbers
Total LCFF Funds	\$71,485,890
LCFF Supplemental & Concentration Grants	\$5,858,583
All Other State Funds	\$8,592,375
All Local Funds	\$600
All federal funds	\$1,190,572
Total Projected Revenue	\$81,269,437

Total Budgeted Expenditures for the 2024-25 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$76,994,906
Total Budgeted Expenditures in the LCAP	\$35,708,524.69
Total Budgeted Expenditures for High Needs Students in the LCAP	\$6,056,062
Expenditures not in the LCAP	\$41,286,381.31

Expenditures for High Needs Students in the 2023-24 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$5,584,603
Actual Expenditures for High Needs Students in LCAP	\$8,292,119

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2024-25 Difference in Projected Funds and Budgeted Expenditures	\$197,479
2023-24 Difference in Budgeted and Actual Expenditures	\$2,707,516

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Many LCFF expenditures to operate the school are not included in the LCAP, which may include staffing and related benefits, textbooks and general instructional

	<p>materials, special education and instructional services, professional services, rent and facility costs and other general operational costs. In addition, planned expenditures related to state and federal categorical funds that are not applied for within the Consolidation Application (ConApp) are not included in the LCAP, but will be utilized to augment Heartland's schoolwide plan (LCAP).</p>
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartland Charter School

CDS Code: 15 63628 0138131

School Year: 2024-25

LEA contact information:

Courtney McCorkle

Executive Director

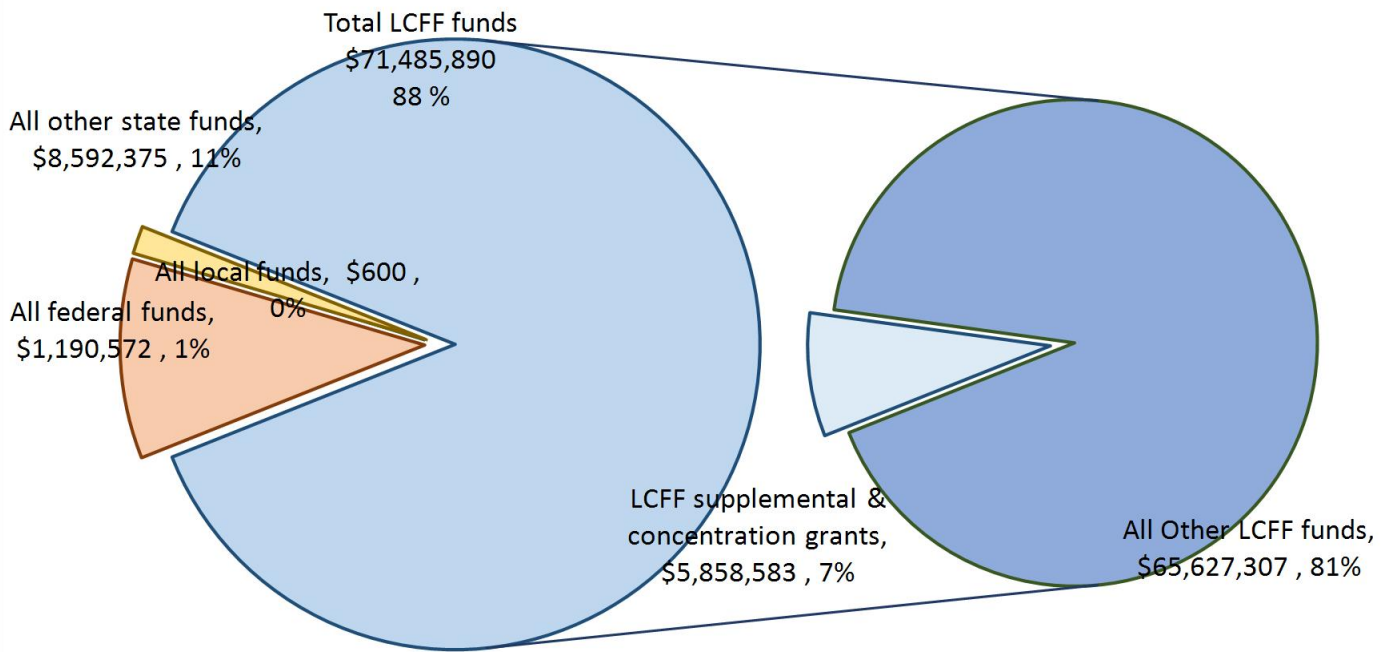
courtney@heartlandcharterschool.com

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 2024-25 School Year

Projected Revenue by Fund Source

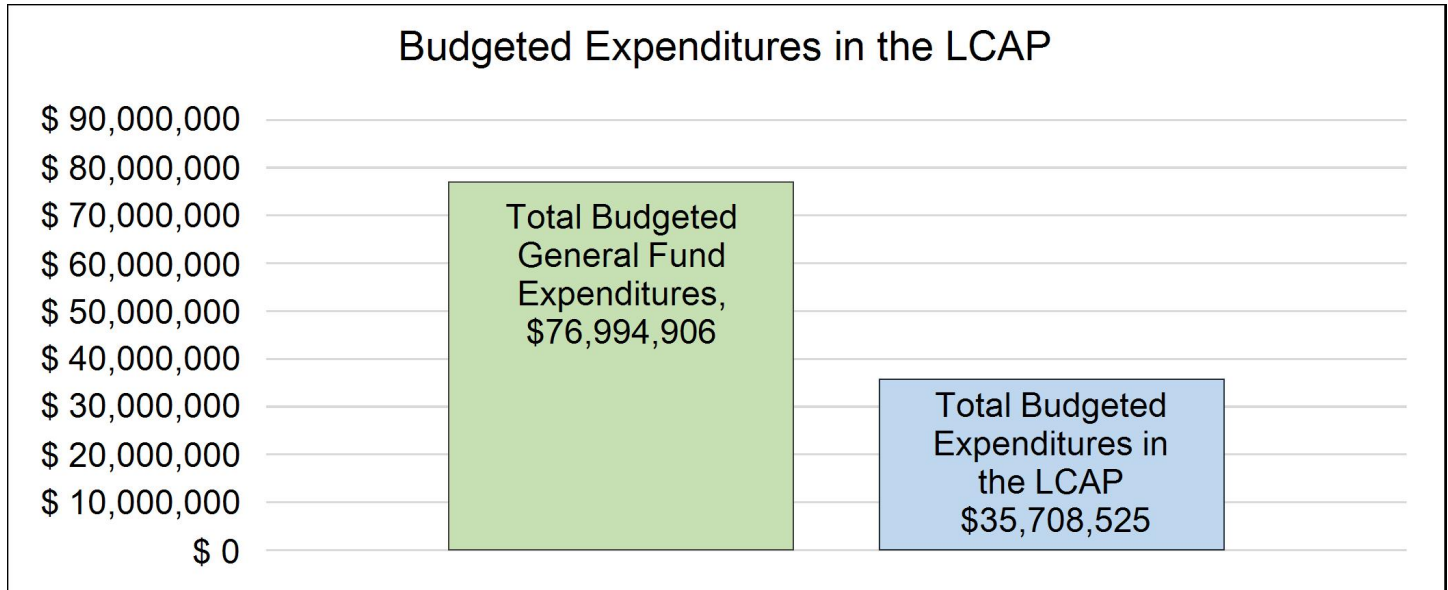


This chart shows the total general purpose revenue Heartland Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heartland Charter School is \$81,269,437, of which \$71,485,890 is Local Control Funding Formula (LCFF), \$8,592,375 is other state funds, \$600 is local funds, and \$1,190,572 is federal funds. Of the \$71,485,890 in LCFF Funds, \$5,858,583 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 2024-25. 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 \$76,994,906 for the 2024-25 school year. Of that amount, \$35,708,524.69 is tied to actions/services in the LCAP and \$41,286,381.31 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

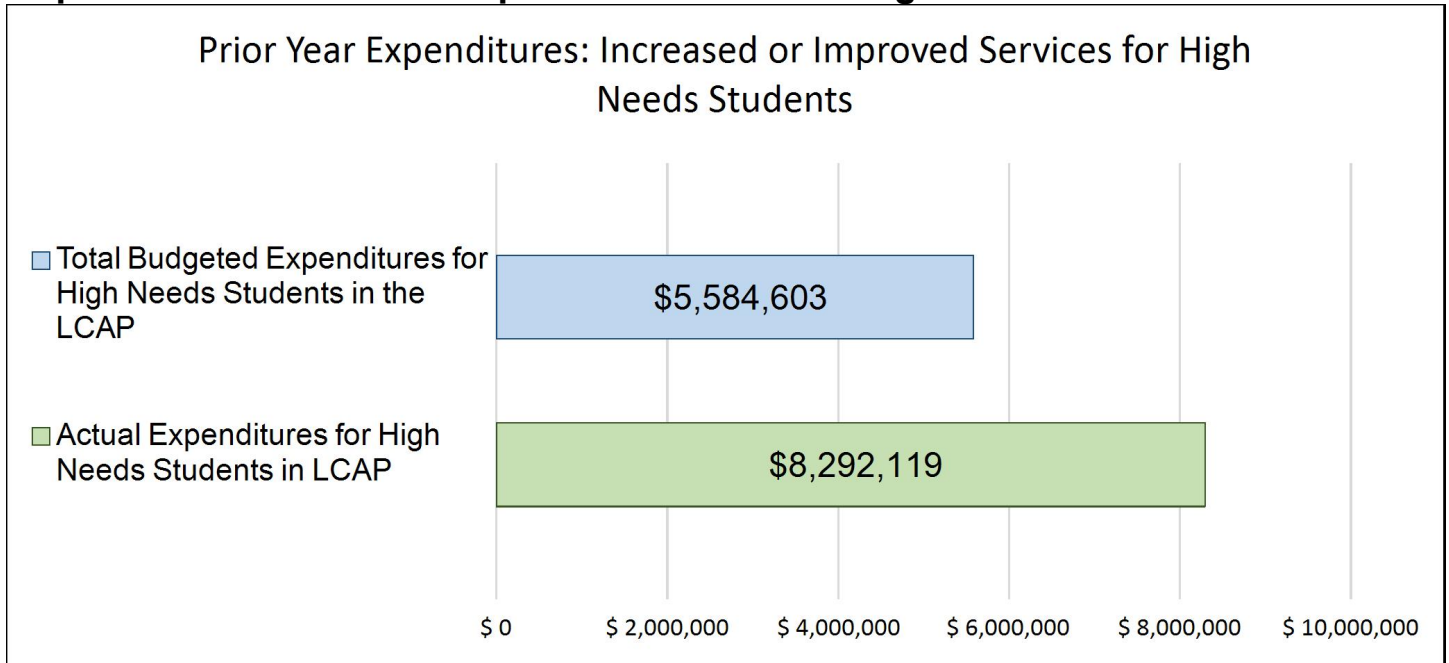
Many LCFF expenditures to operate the school are not included in the LCAP, which may include staffing and related benefits, textbooks and general instructional materials, special education and instructional services, professional services, rent and facility costs and other general operational costs. In addition, planned expenditures related to state and federal categorical funds that are not applied for within the Consolidation Application (ConApp) are not included in the LCAP, but will be utilized to augment Heartland's schoolwide plan (LCAP).

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Heartland Charter School is projecting it will receive \$5,858,583 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 \$6,056,062 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Heartland Charter School's LCAP budgeted \$5,584,603 for planned actions to increase or improve services for high needs students. Heartland Charter School actually spent \$8,292,119 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1-Basic Services (Local Indicator): 1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (SARC/HR Department)	100% of teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the 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	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	N/A - Non-classroom based; no student facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	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 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)	33% of EL students are at or above grade level in math and reading	60% of EL students are at or above grade level in math and reading	56% of EL students are at or above grade level in math and reading.	27% of EL students are at or above grade level in math and reading.	36% or higher of EL students are at or above grade level in math and reading
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	2023 CAASPP results: ELA - 42.62% Met or Exceeded the performance standard Math - 25.69% 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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% completed A-G requirements	2023 Dashboard College/Career Measures Reports & Data (How Met Prepared): 35.7% prepared; 19.7% completed A-G requirements (Dashboard Additional Reports)	2024 Dashboard College/Career Measures Reports & Data (How Met Prepared): 33.3% or more met prepared via completion of A-G requirements (Dashboard Additional Reports)
4. C. The percentage of pupils who have successfully completed courses that satisfy the requirements for 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)	2020 Dashboard College/Career Measures Reports & Data (How Met Prepared): 3.7% completed CTE Pathway sequence	2021 Dashboard College/Career Measures Reports & Data (How Met Prepared): 2.1% completed CTE Pathway sequence	2022 Not Reported on the Dashboard; Internal Data: 0%	2023 Dashboard College/Career Measures Reports & Data (How Met Prepared): 2.5% completed CTE Pathway sequence	2024 Dashboard College/Career Measures Reports & 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	2019-2020 - 0% of pupils successfully completed BOTH the	2020-2021 - 0% of pupils successfully completed BOTH the	2022 Not Reported on the Dashboard; Internal Data: 0%	2022-2023 - 0.6% of pupils successfully completed BOTH the	By 2024 - at least 5% of pupils successfully completed BOTH the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed BOTH requirements for entrance to UC/CSU (A-G Requirements) and completed courses that satisfy the requirements for CTE sequences (CALPADS 15.2)	requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (CALPADS 15.2)	requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (CALPADS 15.2)		requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (Dashboard Additional Reports)	requirements for UC/CSU admission (A-G requirements) and completion of a CTE Pathway (CALPADS 15.2)
4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC (Dashboard ELPI-Status)	2019 ELPI-55.3% of ELs were making progress toward English language proficiency	2020-2021 ELPI-45.5% of ELs made progress toward English language proficiency (school used calculation set by CDE since Dashboard ELPI not shown)	2021-2022 ELPI - 54.5% making progress towards English language proficiency (Dashboard)	2021-2022 ELPI - 52.9% making progress towards English language proficiency (Dashboard)	58% or more of English Learners making progress toward English 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%	2022-2023 Reclassification Rate - 17.6%	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.	2023 College and Career Measures Reports (How Met Prepared): 0% scored a 3 or higher on an AP exam. (8 students took AP courses in 2022-23)	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).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2023 College and Career Measures Report (How Met Prepared): 44.6% ELA/Math CAASPP Score of 3 or higher	2024 College and Career Measures Reports (How Met Prepared): 60.1% ELA/Math CAASPP Score of 3 or higher
State Priority 7- Access to a Broad 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	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	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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and School Pathways course report)				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	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) 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)	TK-11: Renaissance STAR 360: 83% of students met or exceeded district benchmark in reading 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)	TK-11: Renaissance STAR 360: 82% of students met or exceeded district benchmark in reading 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)	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. 12th grade: No CCI available for 2022 for 12th grade (internal data: 16.11%)	TK-1: Renaissance STAR 360: 81% of students met or exceeded district benchmark in Early Literacy skills in the Spring of 2024. 1st-11th: Renaissance STAR: 71.4% of students met or exceeded district benchmark in reading and 71.3% of students met or exceeded district benchmark in math in the Spring of 2024. 12th Grade: 35.7% College and Career Prepared for 2023	TK-1: Renaissance STAR 360: 85% of students met or exceeded district benchmark in Early 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)

Goal Analysis

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.

For each contributing action in Goal 1 that was planned to support improved services for unduplicated pupils in Goal 1, Heartland spent more than was budgeted. The reason for this was due to a board-approved increase in the annual earnings for the personnel associated with these actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on the outcome metrics, each of the actions within 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; Spring STAR 360 Scores for EL students: 27% of EL students scored at/above grade level in both Reading and Math

Goal 1.2 (Establishing and Maintaining Best Practices Toward Content Mastery): 100% of grade level standards assigned; 2023 CAASPP results: 42.62% met or exceeded the standard in ELA and 25.69% met or exceeded the standards in Math (above 2024 goal); 81% of TK-1st grade students met or exceeded district benchmark in Early Literacy skills, 71.4% of 2nd-11th grade students met or exceeded district benchmark in reading, and 71.3% of 1st-11th grade students met or exceeded district benchmark in math using the district benchmark Renaissance Star 360 in the Spring of 2024.

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): A significant increase to 35.7% of 2023 graduates meeting the preparedness requirements for College and Career Indicator (up from internal data using CCI measures of 16.11% in 2022); a slight decrease in the number and percent of graduates having completed at least one college course (29.3%) in 2023 (2020: 27.8%; 2021: 30.1%, 38.8% in 2022) but an increase of students completing A-G Course of Study (42.9% in 2023 from 15.8% in 2022).

Goal 1.5 (Multi-Tiered System of Supports): 100% of unduplicated pupils and students with disabilities have access to a broad course of study; 100% of students making at least one year of progress in math and reading (TBD in June - benchmark data)

Goal 1.6 (Comprehensive EL Support): 2022-2023 ELPI - 54.5% making progress towards English language proficiency (4.2% higher than the state); Spring STAR 360 Scores for EL students: 27% of EL students scored at/above grade level in both Reading and Math
Goal 1.7 (Student Achievement Focus Group): an increase of 0.58% in the percentage of students scoring Met or Exceeded Standard on state ELA assessment (CAASPP: 2019: 36.38% Met or Exceeded, 2022: 42.04% Met or Exceeded, 2023: 42.62% Met or Exceeded); a slight decrease in the percentage of students scoring Met or Exceeded Standard on state Math assessment (CAASPP: 2019: 16.46% Met or Exceeded, 2022: 26.04% Met or Exceeded, 2023 25.69% Met or Exceeded); ELPI: 54.5% making progress toward English language proficiency, which is 4.2% higher than the state.

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.

Reflections on Practice and the 2023-24 LCAP: 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. regarding pupil outcomes and it was not necessary to keep this in both places. In reference to Goal 1 actions in 2023-2024, Heartland has made more concerted efforts in high school support, specifically with actions 1.4 and 1.5. Starting in 2022-2023, Heartland also braided in Title I, Part A (federal funds) to the LCAP 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 increase and improve our communication of support 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.

Description of Changes for the Coming Year: As a result of the notable success that Heartland made in the 2021-2024 LCAP cycle, Heartland intends to keep all of the actions within Goal 1 moving forward, but will revise the goal to aim for even greater success related to student learning. For the 2024-2027 LCAP Cycle, Goal 1 will be a focus goal connected to measurable academic achievement and performance. Within this goal, the metrics pertaining to CAASPP will look at the distance from standard overall and by subgroup (and in comparison to the state) such that the school is able to measure progress for subgroups and for charter renewal (as this data is compared to the state). Another change we will make to the metrics section, is for 2.B. which has been measured by looking at the percentage of EL students who are at/above grade level in both math and reading. Instead, we will use the percentage of EL students who scored at or above grade level on each STAR assessment that they were required to take (Early Literacy, Reading, Math). Furthermore, Heartland will add strategies for some actions in the upcoming LCAP based upon the perceived needs from data and feedback, such as more live, online classes taught by Heartland teachers and one-to-one counselor support for high school students. Conversely, Heartland will remove strategies (within some actions) that are no longer needed or less impactful than others, such as Goal 1, Action 3's strategy regarding clubs/leadership. These programs will continue to exist, but will not be measured for impact within the LCAP as they are smaller, supplemental programs in comparison to the broader strategic learning programs like Heartschool, Heartland Live, and Explorers. Heartland will add one brand new action in Goal 1 (1.8) in the 2024-2027 LCAP cycle that is specifically designed to meet the needs of long-term English learners (LTEs), with increased support for the student, parent/learning coach, and teacher. Also, in the new LCAP cycle (2024-

2027), Heartland has called out specific metrics that will be tracked for each action with fidelity in order to better understand each action's impact. Goal 1, Action 5 (MTSS/Intervention Support) will be a new contributing action in terms of increased or improved services for unduplicated pupils and shall be applied on an LEA-wide basis. This is a strategic change designed to support students who most need support, per our data, which includes our unduplicated student groups. Additionally, for continuous improvement, Heartland will continue to evaluate performance via local indicators and state data in order to ensure that student and family support continues to be personalized for all students.

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)

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	62% of families returned the 2024-25 LCAP planning survey for parents/guardians	50% of families will return the Parent LCAP Survey
State Priority 3. B1. Parent participation. (marketing efforts - events/programs for unduplicated pupils)	100% of English Learner Advisory Committee (ELAC) Meetings and 100% of Parent education workshops advertised via email and via the school website, newsletters/flyers or social media;	100% of English Learner Advisory Committee Meetings and 100% of Parent education workshops advertised via email and via the school website or social media	100% of English Learner Advisory Committee Meetings and 100% of Parent education workshops advertised via email and via the school website or social media	100% of English Learner Advisory Committee Meetings and 100% of Parent education workshops advertised via email and via the school website or social media	100% of English Learner Advisory 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, Parent Advisory Committee (PAC) meeting, or	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	100% attendance log or minutes with parent count kept for each ELAC meeting or parent workshop put on by Heartland

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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	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	99.94% for 2022-2023 (P2)	Maintain +/- 1% of 2019-2020 P2 ADA rate
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	2022-2023 - 0.0% 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	2023-2024: 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%	2022-2023: Five Year Cohort Outcomes: 4.8%	2023-2024 Five Year Cohort Outcomes: 0%
State Priority 5. E. High School Graduation Rate	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%	2022-2023 Four Year Adjusted Cohort Graduation Rate 88.5%	2023-2024 Four Year Adjusted Cohort Graduation Rate 92.7% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Dashboard, DataQuest)					
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)	33% of students in grades TK-12 returned the 2024-25 LCAP planning survey for students (March 2024)	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	2022-2023 - 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	2022-2023 - 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 connected to the school	An average of 84.8% respondents to the 2022 LCAP surveys said they feel safe and connected to the school	87.37% of respondents to the 2023 LCAP surveys said they feel safe and connected to the school.	An average of 91% of respondents to the 2024-25 LCAP planning surveys said they feel safe and connected to the school.	An average of 85% or more respondents to the 2024 LCAP surveys will state that 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	100% of students have access to a broad course of study or programs
State Priority 7. B. Programs and	100% of these student populations have	100% of these student populations have	100% of these student populations have	100% of these student populations have	100% of these student populations have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services developed and provided to low income, English learner and foster youth (Local Data-vendor list, SIS)	access to a broad course of study or programs (vendor list and School Pathways course report)	access to a broad course of study or programs	access to a broad course of study or programs	access to a broad course of study or programs	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	100% of students with disabilities have access to a broad course of study or programs

Goal Analysis

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.

For each contributing action in Goal 2 that was planned to support improved services for unduplicated pupils in Goal 1, Heartland spent more than was budgeted. The reason for this was due to a board-approved increase in the annual earnings for the personnel associated with these actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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): slightly decreased graduation rate of 88.5% in 2023 (2022: 95.45%, 2021: 92%), but still higher than the state graduation rate for 2023 (86.4%); maintained an attendance rate above 95%, low chronic absenteeism (0.0%), no suspensions, no expulsions

Goal 2.2 (Foster/Homeless/SED Support): per the 2023 Dashboard Heartland maintained an attendance rate above 95%, low chronic absenteeism (0.0%), 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 (62.0% of parents responded in the spring of 2024, compared to 54.8% in the spring of 2022, and well above the desired outcome of 50% or more parent/learning coach respondents); increased parent participation in meetings (ELAC/DELAC, PAC, and orientation meetings)

Goal 2.4 (Parent and Family Engagement): increased response to Parent LCAP surveys (62.0% of parents responded in the spring of 2024, compared to 54.8% in the spring of 2022); increased parent participation in meetings (ELAC/DELAC, 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.

Reflections on Practice and the 2023-24 LCAP: Heartland saw continued strong student and parent and family engagement in 2023-2024 as a result of the actions in Goal 2. The graduation needs assessment action (2.1) and the strategies within it lead to a more personalized approach for supporting struggling and/or credit deficient. In reviewing potential barriers to graduation (2.1), high school counselors, administrators, and teachers were able to collaboratively perform a root cause analysis to put systems in place to augment support and help make resources more accessible, such as via a new high school support class. In an effort to provide more needed support for struggling students and/or specific student populations, Heartland increased in home-school learning connections through streamlined communications (2.3) and greater parent and family engagement (2.4) through increased participation in ELAC/DELAC and PAC meetings and parent education workshops (Homeschooling with Heart). Heartland continues to be a schoolwide Title I program, with approximately 45% of students qualifying for Free and Reduced Prices Meals (FRPM). The Title I funding allocation continued to be woven into the 2023-2024 LCAP, and strategies to support home-learning connection and parent and family engagement were employed by the Title I Parent Engagement Coordinator, including at home learning kits and learning challenges for increasing standards-based academic mastery. While there were no changes made to the metrics used to measure success in Goal 2, there are some data points for the desired outcome that are not yet available because the 2023-2024 school year has not concluded at the time of writing this update.

Description of Changes for the Coming Year: For the 2024-2027 LCAP cycle, Goal 2 will continue to be a broad goal that relates to a strong and positive school culture, in which there is healthy communication, collaboration, and connectedness among educational partners. The actions within Goal 2 for the 2023-2024 LCAP proved to be successful based on the available data. For this reason, Heartland will carry these actions forward into the 2024-2027 LCAP cycle, but will strengthen each action with new and/or more clearly defined strategies. For example, for Goal 1, Action 2 in the 2024-2025 LCAP, Heartland has added these strategies related to providing systems and resources to remove barriers to on-time graduation: Middle School Transition Plan (MSTP), high school orientation meetings, Google Classroom support for online classes taught by Heartland teachers, as well as a Google classroom for each high school grade level to help each student navigate high school and prepare for their post-secondary goals. With regard to Goal 2, Action 2, a new liaison has been trained to support

foster youth, students experiencing homelessness, and students from low income households and protocols have been put in place to assist with resource accessibility. This will be a continued need for 2024-2025 and many of the strategies within the action will be carried forward. One strategy within this action, the Parent Advisory Committee, fits better under Goal 2, Action 4, which connects to parent and family engagement, so this strategy will be moved. In an effort to continue to increase parent and family engagement, additional strategies within Goal 2, Action 4 will be added to the new LCAP, such as the Heartland Conference in the Spring of 2025. The metrics used within Goal 2 and for each action within it are still applicable. Therefore, these metrics (with updated numerical/quantitative goals when relevant) will be applied to the new 2024-2027 LCAP cycle.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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 [2024-25]

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 4, 2023 (California Basic Educational Data Systems, or CBEDS, census day), Heartland had 5620 students enrolled in grades TK-12, residing in Kern County and its adjacent counties. See below for more details:

TK/K: 794 (14.1%)

1st: 544 (9.7%)

2nd: 530 (9.4%)

3rd: 562 (10.0%)

4th: 505 (9.0%)

5th: 511 (9.1%)

6th: 466 (8.3%)

7th: 454 (8.1%)

8th: 402 (7.2%)

9th: 267 (4.8%)

10th: 251 (4.5%)

11th: 180 (3.2%)

12th: 155 (2.8%)

*KN (includes Transitional Kindergarten and Kindergarten)

Total Males (number and %): 2717 (48.3%)

Total Females (number and %): 2895 (51.5%)

Total X (number and %): 8 (0.1%)

Ethnic Background Breakdowns (number and %)

American Indian/ Alaska: 60 (1.1%)

Asian: 23 (0.4%)

Black/African: 196 (3.5%)

Filipino: 65 (1.2%)

Hispanic: 623 (11.1%)

Native Hawaiian/Other Pacific Islander: 13 (0.3%)

White: 3960 (70.5%)

Missing: 5 (0.1%)

Socioeconomically Disadvantaged (determined by Household Data Form/Free/Reduced lunch): 2597 (46.2%)

English Learners: 68 (1.2%)

% speaking Spanish (59 students), 86.7% of EL students spoke Spanish, 1.0%% of the total school

Students with disabilities/Special Education: 526 (9.4%)

Foster Youth: 4 (0.07%)

Homeless: 18 (0.32%)

Migrant (if any-%): 0

LCFF unduplicated count (%) (Local Control Funding Formula; students who are designated as English Learner/Foster Youth/Socioeconomically Disadvantaged): 2610 (46.45%)

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Heartland Charter School, a single-school LEA, did not receive the lowest performance level on one or more state indicators on the 2023 Dashboard. No student group within the LEA received the lowest performance level on one or more state indicators on the 2023 Dashboard and Heartland continues to make progress toward academic improvement in English Language Arts, Math, College and Career Indicator, as well as other Dashboard Indicators.

Heartland saw an overall increase in students who Met or Exceeded benchmark standards for English Language Arts on the CAASPP from 42.04% in 2021-22 to 42.62% in 2022-23. For specific subgroups, we saw increases in several areas, including students identified as socioeconomically disadvantaged (36.25% in 21-22 to 36.57% in 22-23), and those who identify as Asian (53.84% in 21-22 to 54.54% in 22-23), African American (16.22% in 21-22 to 22.50% in 22-23), Filipino (85.72% in 21-22 to 100% in 22-23), two or more races (47.62% in 21-22 to 49.34% in 22-23), and white (42.44% in 21-22 to 44.55% in 22-23). While some gains in 2022-23 were small, it is significant that Heartland is making gains over multiple subgroups and all students as a whole. Furthermore, many of Heartland's subgroups are scoring at or above benchmark at a higher rate than the state average for 2022-23, including English Learners (2.77% above the state met or

exceeded), students with disabilities (1.92% above the state), socioeconomically disadvantaged (1.3% above the state), and Filipino (29.95% above the state).

Of the 2,281 students tested in the 2022-23 school year, the largest subgroups of test takers included socioeconomically disadvantaged at 46%, Hispanic at 28%, two or more races at 10%, and Students with Disabilities at 10% of the test taking student population. Of these significant subgroups, two increased the percentage at which they Met or Exceeded benchmark standards in English Language Arts from 2021-22 to 2022-23 (socioeconomically disadvantaged and two or more races), and three of the four met or exceeded benchmark standards at a higher rate than the state of California (socioeconomically disadvantaged, Hispanic, and students with disabilities. Overall, Heartland has seen an increase from 42.04% proficiency in Heartland's total student population in 2021-22 to 42.62% in 2022-23, which is 4.04% below the state average, and an improvement of 0.98% from the 2021-22 school year (5.02% below).

Mathematics continues to be an area where Heartland is focusing on growth. For specific subgroups, Heartland saw major increases with several subgroups, including Asian (7.69% in 2021-22 to 54.54% in 2022-23) and Filipino (28.58% in 2021-22 to 66.66% in 2022-23) students. Other subgroups saw smaller increases, including those identified as socioeconomically disadvantaged (19.59% in 2021-22 to 19.88% in 2022-23) and white students (26.95% in 2021-22 to 27.61% in 2022-23). 1.59% in 18-19 to 11.80% in 21-22) and students reported as economically disadvantaged (11.91% in 18-19 to 19.59% in 21-22). Although Heartland did not see an increase in Heartland's Met or Exceeded Proficiency for the school's second and third largest subgroups, Students with Disabilities and Hispanic students, Heartland is improving against the state proficiency and were just 2.35% and 3.15% under the state proficiency for 2022-23, respectively. On a positive note, two of those subgroups who are more than 10% below the state proficiency rate increased their Met or Exceeded rate for the school for 2022-23 (White and Asian), which shows that although there is still work to be done for all grade levels, Heartland is making strides toward increases in student achievement with some of the school's subgroups.

In the 2022-23 school year, Heartland has seen a dramatic increase in college and career preparedness for students, with increased rates of students taking community college courses and meeting UC/CSU Requirements. The 2023 DataQuest College/Career Measures Only Report shows that 67.9% of high school students graduating in that year completed two semesters of college credit courses, up from 32.1% in 2022, and 24.3% in 2021. This report also showed that 42.9% of the graduation cohort of 2023 completed all A-G requirements, indicating that they are prepared and eligible for entry to a four-year college or university upon graduation from high school, quadrupling the rate of 10% in 2021 and 15.8% in 2022. Furthermore, students were found college and career prepared through scoring 3 or higher on their Smarter Balanced Assessment in 11th grade at a rate of 44.6% in 2023. Notably, 100% of Students with Disabilities and 72% of those Socioeconomically Disadvantaged were indicated as being college and career ready through the completion of two or more semesters of community college courses. Seventy-seven (55%) of graduating students in 2023 earned the Golden State Seal Merit Diploma. Three students earned the State Seal of Biliiteracy (2.1%).

Although Heartland's graduation rates have dropped slightly from 2022 to 2023, Heartland is finding that the school's rate of overall college/career preparedness for graduating seniors is rising quite dramatically and the school's graduation rate is higher than the overall state graduation rate (California Dashboard Graduation Rate by Student Group report):

2020-2021: Heartland 92.0% :: State of CA 83.6%
2021-2022: Heartland 94.5% :: State of CA 87.4%
2022-2023: Heartland 88.5% :: State of CA 86.4%

Heartland continues to develop a robust Multi Tiered System of Supports (MTSS) and have curated a diverse set of offerings at each tier including for Social Emotional Support. During the 2022-2023 school year, Heartland had 100 students referred to the Student Study Team (SST) process. Thirty students successfully went through the SST process and were referred for special education assessment; twenty-eight qualified and two declined assessment. During the school year, approximately 120 students used Tier 1 supports for SST purposes with fidelity. Heartland's Tier 2 supports included Lexia, Night Zookeeper, Symphony Math, and speech and Whole Child Wellness support groups. In 2022-23, 156 of 190 students referred to Tier 2 were using applicable supports with fidelity. For Tier 3 support, 91 of 102 students used supports with fidelity. For 2023-24, as of March 1st, 109 students have been referred to the SST process; 32 students have effectively worked through the tiered system and are now using universal access learning platforms such as IXL with fidelity. Twenty students have qualified for SPED services after going through the tiered system of supports. For 2023-24, 150 students are using Tier 1 Universal Access supports with fidelity, 116 of 115 are using Tier 2 with fidelity, and 86 of 90 students are using Tier 3 supports with fidelity.

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 and SAVVAS. The development of learning strategies for English Learners is supported by each student's teacher, such as the use of Thinking Maps to support concept and language acquisition. Heartland has had many multilingual learners achieve reclassification status while being supported by English language acquisition supports. In 2020-21, 8 of Heartland's 47 EL students (17%) earned the status of Reclassified Fluent English Proficient (RFEP). In 2021-22, 11 of Heartland's 47 EL students were designated as RFEP (23%). In 2022-2023, 9 of the school's 42 EL students were able to RFEP (21%). In 2023-24, 10 of Heartland's 66 EL students were reclassified as English Proficient (15%).

In assessing school climate, Heartland's educational partners have provided feedback and suggestions. According to the feedback from the thousands of 2024-2025 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 95% of students who responded to the student survey felt that Heartland provides a good education, and 91% of staff who responded to the survey feel that they have opportunities to share in collaboration and decision-making with other staff members. Heartland will continue to plan strategically with stakeholder feedback and identified needs in mind as Heartland builds upon its successes.

Heartland completed a Western Association of Schools and Colleges (WASC) self-study in 2021-2022, in which educational partners reviewed school programs and analyzed data to understand the overall strengths and areas of growth for the school. In doing so, Heartland identified three learner needs that have continued to guide schoolwide planning as Heartland reviews data and continues to see these as focus points for continuous improvement. These three needs are: math and writing support, high school and college readiness, and parent education and engagement. To provide math and writing support, the following actions will be implemented specific to this need: Goal 1, Action 1 (Access to Standards-Aligned Instructional Materials), Goal 1, Action 2 (Implement State Standards for Content Mastery), Goal 1, Action 3 (Access to a Broad Course of Study), Goal 1, Action 5 (Intervention Support/Multi-Tiered System of Supports), Goal 1, Action 6 (Provide Augmented Support for English Learners), Goal 1, Action 7 (Focus on Student Achievement), and Goal 1, Action 8 (Support for Long-Term English Learners: LTELs). The specific actions in the LCAP that will focus on high school and college readiness are Goal 1, Action 4 (Prepare Students for College and Career) and Goal 2, Action 1 (Removing Barriers to On-Time Graduation). To address the need for greater engagement and education for parents/guardians/learning coaches, the following actions will be utilized: Goal 2, Action 2

(Foster/Homeless/Socioeconomically Disadvantaged Liaison), Goal 2, Action 3 (Communication and Curriculum Support), and Goal 2, Action 4 (Parent and Family Engagement).

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	February-March: LCAP Survey, throughout the school year: teachers have regular opportunities to provide feedback to administrators through staff meetings, email, and suggestion box (see the next section for more information/details)
Principals	February-March: LCAP Survey, throughout the school year: principals have regular opportunities to provide feedback to their administrators through staff meetings, email, and suggestion box (see the next section for more information/details)
Administrators	February-March: LCAP Survey, throughout the school year: administrators meet regularly together to discuss school needs and supports, may also provide feedback through staff meetings, email, and suggestion box (see the next section for more information/details)
Other school personnel (certificated and classified)	February-March: LCAP Survey, throughout the school year: other school staff (certificated and classified) have regular opportunities to provide feedback to administrators through staff meetings, email, and suggestion box (see the next section for more information/details)
Parents/Families	February-March: LCAP Survey (provided in Spanish and English), throughout the school year: parents/families have regular opportunities to provide feedback through monthly meetings with teachers, and by phone, text, or email to principals and administrators (see the next section for more information/details)
Students	February-March: LCAP Survey (provided in Spanish and English), throughout the school year: students have regular opportunities to

Educational Partner(s)	Process for Engagement
	provide feedback through regular meetings with teachers (see the next section for more information/details)
ELAC/DELAC Committee	February-March: LCAP Survey (provided in Spanish and English), throughout the school year: ELAC/DELAC committee members have opportunities to provide feedback through regular ELAC/DELAC meetings with a principal and an administrator present, opportunities to share feedback with teachers via regular meetings, and by phone, text, or email (see the next section for more information/details)
Parent Advisory Committee	February-March LCAP Survey (provided in Spanish and English), October: the Parent Advisory Committee members have opportunities to provide feedback through annual Parent Advisory Committee meetings with a principal and at least one administrator present, throughout the school year there are also opportunities to share feedback with teachers and administrators via meetings, and by phone, text, or email (see the next section for more information/details)
SELPA Representative	A meeting is held in May to review the drafted LCAP prior to approval by the Heartland board to ensure that all students, including students with disabilities, are represented and included in the school's LCAP. Meeting members: SELPA representative, Heartland's Deputy Executive Director, Heartland's Director of Special Education and Student Support Services (see the next section for more information/details)

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Heartland Charter School greatly values input about programs and plans from families, students, staff, the community, and all relevant educational partners. This is a foundational practice at Heartland that spurs continuous improvement. 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 2024-2025 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 written comments submitted by the English Language Advisory Committee which needed a written response from the Executive Director. School administrators have also met as a group to review data and needs of the school. Before finalizing the LCAP, there will be a open public hearing to share the draft of the 2024-2025 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 2024-2025 LCAP:

September 2023-May 2024 - 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 14th.

October 2023 - 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 all students, especially those who may need additional support in achieving success in standards mastery. The committee and staff discussed potential actions that the students might benefit from.

November 2023- January 2024 - Informal feedback from parents, staff members, and community partners is collected via online feedback, Parent University sessions, suggestion boxes, and vendor surveys.

February-March 2024 - Separate, anonymous response, LCAP surveys were sent to each of the following groups: parents/guardians, staff (including administrators), and students. The survey for parents/guardians/learning coaches and the survey for students was also made available in Spanish and was utilized. Heartland received a response from about 62% of the approximately 2800 families represented at Heartland (1741 parent/guardian/learning coach responses received). Approximately 33% of eligible students (grades TK-12) responded to the survey (1820/5478 student responses). About 93% of the school staff responded to the staff survey (278/300 responses received). Staff responses included those of administrators, teachers, other certificated support staff, and classified staff.

February-May 2024 - The administrative team, including the Executive Director (Superintendent and Principal), met weekly to address school needs and planning for the 2024-2025 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 2024 - The 2024-2025 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 30, 2024. Heartland administrators reviewed the planned 2024-2025 LCAP goals and actions with SELPA representative on May 31, 2024.

June 2024 - The 2024-2025 LCAP will be reviewed for final approval and adoption at the regularly scheduled board meeting on June 20, 2024, in conjunction with the adoption of the Local Indicators and the Fiscal Year 2025 Budget.

Specific Feedback Influencing LCAP Goals and Actions (goal and action noted in parentheses):

Teachers:

- "More teacher-led classes for elementary students or training for parents to help them address the standards and prepare for middle school." (1.1)
- "I would like to see more live online classes for all age groups." (1.2).
- "I think families can use more access to field trips. They fill up so fast!" (1.3)
- "I do worry about high school. I would like to see 1) clearer and stricter grading guidelines for AG guides and non-AG electives 2) fewer online options, and 3) different/specialized teachers for high school, or at least a transition to a new teacher." (1.4, 2.1)
- "ESL students seem to be quickly moved out. I would love to see an academic language course for different ages so that the students who graduate from ELL classes still have English support, as they probably do not get that at home." (1.6)
- "I think one of the biggest barriers to academic success continues to be lack of awareness/training in writing development among parents/learning coaches. I think we are addressing this now with our Write From the Beginning and Beyond trainings, and we should continue to put a system in place where HSTs have resources to send to parents and students have access to writing support delivered by trained teachers." (1.7)
- "The barriers I see are families who do not access all that Heartland has to offer. I am working on different communication strategies." (2.3)
- "Parents would benefit from short once-a-semester training by grade level to calibrate their awareness of their student's grade-level expectations. A meeting like this would help families and HSTs catch any misconceptions related to the achievement and direction of their student's progress. Parents can glean valuable information from each other by setting it up by grade level." (2.4)
- "As a teacher, it is evident that in some cases, the parent/learning coach is not helping the student as much as they could/should. Parents are needed to fully help and continue teaching and support their student with their learning plan." (2.4)

Administrators:

- "The biggest barrier to Heartland student success in my view is learning coaches who are either a) not using evidence-based curriculums, particularly in critical areas such as phonics and math, where sequence of instruction is critical b) not implementing curriculums they do have with fidelity and/or c) focusing on extracurriculars or family life to the point that they have little time for direct instruction." (1.1, 1.2)
- "There seems to be a shift away from higher education and college after high school. It would be helpful to expose Heartland students to Heartland graduates who have successfully pursued a four-year degree, trade/technical program, or some other focused

course post high school. Perhaps these former students could create a quick video to share their journey or participate in a virtual panel discussion.” (1.4, 2.1)

- “Mental health of students is becoming more apparent in recent years. I would love to see Heartland students/families getting support in finding resources that are not necessarily just focused on academic progress, but purely focusing on mental health which of course can lead to academic success.” (1.5, 2.2)
- “Each year we enroll more students whose parents are not fluent in English. These families need extra support and an HST who can communicate with them and vice-versa. We currently do not have enough teachers to meet this need. We should hire more bilingual teachers.” (1.6, 1.8, 2.1)
- “As I have been working with students in my Heartschool class, I am seeing a lot of struggling readers. I'm so glad their parents have enrolled them in my class, but I think many of them could use some directed instruction in fluency/comprehension. Not sure if this would be a Homeschooling with Heart topic, or possibly an area that universal options could address? My daughter has had tremendous success increasing her fluency & comprehension with a specific and complete reading program! I'd be happy to share more.” (1.7)

Parents:

- “I wish there were more Heartschool and Heartland Live classes for middle school students offered.” (1.1)
- “I think more organized info on all the curricula available to homeschooling parents (with pros and cons, best fit, cost, etc.)” (1.2)
- “Access to field trips and community events to build community and provide applicable learning to implement at home.” (1.3)
- “I would love to see more classes for college readiness, such as volunteering and what top schools look for on electives and activities not just grades.” (1.4)
- “I would like more information about access to tutoring.” (1.5)
- “It is hard to find good, sequential, standards aligned elementary level social studies and science programs that are multisensory and cover K-5.” (1.7)
- “Please make it easier for middle school students to transition into high school. It would be helpful to have resource list that students may comprehend of what options they have for classes.” (1.4, 2.1)
- “We really enjoy the library park days. The students enjoy the opportunities they have to interact with other students.” (2.3)
- “I would like to have more parent support and education on how to build successful lesson plans and more recommendations for curriculum with built-in lessons.” (1.2, 2.4)

Other School Personnel (Certificated and Classified):

- “It is difficult to measure if students are sufficiently accessing curriculum since several platforms do not have online monitoring. Perhaps reviewing the requirements during LP meetings could be helpful. Also, for students who are not making adequate progress, it may be best to change them to an evidence-based curriculum where progress can be tracked.” (1.1, 1.2, 1.7).
- “I would love to see an academic language course for different ages with Heartland teachers and classmates, especially for students who are English learners or recently reclassified .” (1.3, 1.6, 1.8)
- “I would love to see more high school students graduate showing college readiness per our CA Dashboard (e.g. Complete a CTE Pathway, Complete A-G, Complete 2 or more college courses, Standard Met/Exceeded in ELA & Math, Seal of Biliteracy). It's

important for all educational staff to be aware of these college readiness indicators to support in planning in collaboration with the high school counselor. We could run reports of students who are close to showing readiness, share data with teacher and high school counselor, and in collaboration encourage student to for example: finish A-G required courses, take a higher level foreign language, or an additional academic/A-G community college course." (1.4, 2.1)

- "I think we need to provide more parent support on specific topics such as, de-escalation, or creating visual schedules within the home." (1.5, 2.2)
- "For some of my students, I want to see an increase of regular instruction being provided in the home by the parent/learning coach. Perhaps more parent/learning coach support is needed to equip parents/learning coaches for teaching their students." (1.2, 1.5, 2.4)

Students (TK-12):

- "We really need more support teachers in English, math, and science." (1.3)
- "Make college information easier to find, such how to get an associate's degree, how to enroll in college classes for dual enrollment, deadlines to enroll, etc." (1.4)
- "I think it would be good to provide early exposure to the expectations of high school students for parents and students yet to enroll in high school." (1.4, 2.1)

English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC):

- "Heartland could offer more topic based writing courses." (1.3, 1.6, 1.7)
- "Extra tutoring and the Heartland Live classes are really helping my student succeed." (1.3, 1.5)
- "More parent support for teaching students in English at home would be helpful." (1.5, 1.6, 1.8, 2.4)
- "The EL support classes, writing workbooks (WordlyWise), and reading are helping my daughter with learning English." (1.6, 1.8)
- "Give parents handouts/information regarding how to support and encourage students in their new language acquisition and also the different stages children learn a new language in. That way, as parents and teachers to our children we can continue to assist in learning new language." (1.6, 1.8)

Parent Advisory Committee (PAC):

- "Please make the field trips more accessible and explain the process for getting tickets more thoroughly. There are some parents, who due to the trips being sold out within minutes, do not know how the process works." (1.3)

SELPA Representative:

- "Your LCAP is very thorough and I see that actions within it are designed to support all learners, including students with disabilities."

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By the 2026 California Dashboard, Heartland Charter School will improve student academic performance (overall and for relevant active subgroups who have performed lower than the school's overall performance) in comparison to the school's 2023 California Dashboard performance on these Dashboard indicators: English Language Arts (ELA), Mathematics, the College/Career Indicator (CCI), and the English Learner Progress Indicator (ELPI). Heartland will accomplish this by providing access to a standards-aligned education through a personalized learning approach for all students. Through the process of continuous improvement, Heartland will seek to ensure whole child success via a variety of programs and intervention support. In this endeavor, Heartland will encourage learning across multiple domains to prepare students for life beyond high school. (LCFF Priorities: 1, 2, 4, 7 & 8)	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This focus goal and the proposed actions and services it entails are written with transparency and coherence in mind. In the cycle of continuous improvement and with a desire to prepare students for life beyond high school, this goal focuses on the school's California Dashboard performance which has improved each year, but is still below the state's performance in these three indicators (ELA, Math, and CCI). Furthermore, in the school's WASC self-study, completed in 2022-2023, the school identified a need to augment math and reading support as well as support for high school and college readiness. Heartland is determined to ensure that the systems, structures, and programs 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 on reaching all learners, including unduplicated pupils, students with disabilities, and other relevant active student groups that have typically performed lower than the overall schoolwide performance level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 1-Basic Services (Local Indicator): 1. A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (SARC/HR Department)	100% of teachers are appropriately assigned and fully credentialed in the subject area for which they are teaching (2023-2024)			100% of teachers are appropriately assigned and fully credentialed in the subject area for which they are teaching.	
1.2	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 (2023-2024)			100% of students have sufficient access to standards-aligned instructional materials.	
1.3	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	
1.4	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 and graded			Assignment Work Record (AWR) - 100% of grade level standards assigned and graded	
1.5	2. B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining	Spring 2024 STAR 360 Results for English Learners: At/Above Benchmark in Early Literacy: 76%			Spring 2027 STAR 360 Minimum Results for English Learners: At/Above Benchmark in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content knowledge and English language proficiency (Curriculum and Instruction / Benchmark Data)	At/Above Benchmark in Reading: 36% At/Above Benchmark in Math. 47%			Early Literacy: 78% At/Above Benchmark in Reading: 40% At/Above Benchmark in Math. 50%	
1.6	State Priority 4-Pupil Achievement (Statewide Indicator): 4. A. Statewide assessments (Dashboard/DataQuest/CAASPP Results: ELA and Math)	2023 Dashboard ELA All Students: 21.9 points below standard Active Subgroups: African American: 64.2 points below standard English Learners: 36.1 points below standard Hispanic: 36.1 points below standard Socioeconomically Disadvantaged: 36.3 points below standard Students with Disabilities: 80.4 points below standard 2023 Dashboard Math All Students: 65.3 points below standard Active Subgroups: African American: 122.7 points below standard English Learners: 70.1 points below standard Hispanic: 85.4 points below standard			2026 Dashboard ELA All Students: 13.5 points below standard or better Active Subgroups: African American: 59.5 points below standard or better English Learners: 31.5 points below standard or better Hispanic: 31.5 points below standard or better Socioeconomically Disadvantaged: 31.5 points below standard or better Students with Disabilities: 75.5 points below standard or better 2026 Dashboard Math All Students: 49.0 points below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 79.8 points below standard Students with Disabilities: 130.2 points below standard			standard (or better) Active Subgroups: African American: 104.4 points below standard or better English Learners: 65.5 points below standard or better Hispanic: 80.7 points below standard or better Socioeconomically Disadvantaged: 75.5 points below standard or better Students with Disabilities: 127.2 points below standard or better	
1.7	4. B. The percentage of pupils who have successfully completed A-G requirements (Dashboard Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report)	19.7% (31/157 from 2023 Met UC/CSU Requirements and CTE Pathway Completion Report)			25% of pupils will have successfully completed A-G requirements	
1.8	4. C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education (CTE) sequences or	2.5% (4/157 from 2023 Met UC/CSU Requirements and CTE Pathway Completion Report)			10% of pupils who have successfully completed a CTE Pathway	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	programs of study that align with state board-approved career technical education standards and frameworks (Dashboard CCI and Additional Reports-Met UC/CSU Requirements and CTE Pathway Completion Report / CALPADS 3.14 & 3.15)					
1.9	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)	0.6% (1/157 from 2023 Met UC/CSU Requirements and CTE Pathway Completion Report)			5% of students who have successfully completed BOTH the A-G requirements and a CTE Pathway	
1.10	4. E. Percentage of English learners who make progress toward English proficiency as measured by the ELPAC (Dashboard ELPI-Status)	2023 Dashboard ELPI: 52.9% making progress toward English proficiency			2026 Dashboard ELPI: 56% making progress toward English proficiency	
1.11	4. F. EL reclassification rate (DataQuest)	2022-2023 Reclassification Rate: 17.6%			25% Reclassification Rate	
1.12	4. G. The percentage of pupils who have passed an advanced placement	0.0% (0/157 from 2023 College/Career Levels & Measures Report)			2026 College/Career Measures Report -	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(AP) examination with a score of 3 or higher (Dashboard Additional Reports; College and Career Measures Reports)				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).	
1.13	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)	44.6% (25/157) ELA/Math CAASPP Score of 3 or higher (from 2023 College and Career Measures Report: How Students Met Prepared)			2026 College and Career Measures Reports (How Met Prepared): 50% ELA/Math CAASPP Score of 3 or higher	
1.14	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)	100% of students have access to a broad course of study (2023-2024 vendor list and School Pathways course report)			100% of students have access to a broad course of study (vendor list and School Pathways course report)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	7. B. Programs and services developed and provided to unduplicated pupils (Local Data-vendor list, SIS)	100% of these student populations have access to a broad course of study and/or programs (2023-2024 vendor list and School Pathways course report)			100% of these student populations have access to a broad course of study and/or programs (vendor list and School Pathways course report)	
1.16	7. C. Programs and services developed and provided to individuals with exceptional needs. (Local Data-vendor list, SIS)	100% of students with disabilities have access to a broad course of study and/or programs (2023-2024 vendor list and School Pathways course report)			100% of students with disabilities have access to a broad course of study and/or programs (vendor list and School Pathways course report)	
1.17	State Priority 8- Outcomes in a Broad Course of Study (Statewide Indicator) 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)	TK-1: Renaissance STAR 360: 81% of students met or exceeded district benchmark in Early Literacy Skills in the Spring of 2024 1st-11th: Renaissance STAR 360: 71.4% of students met or exceeded benchmark in reading and 71.3% of students met or exceeded district benchmark in math in the Spring of 2024. 12th grade: 2023-College/Career Indicator: 35.7% of			TK-1: Renaissance STAR 360: 85% of students met or exceeded district benchmark in Early Literacy Skills in the Spring of 2027 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students Met Prepared (157 students - Dashboard College and Career Indicator)			in the Spring of 2027 12th grade: College and Career Measures Report: 45% Prepared (2026 Dashboard CCI)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Ensure Access to Standards-Aligned	1.1 Ensure access to standards-aligned instructional material for all students (LCFF Priorities 1.A., 1.B.)	\$19,518,717.00	No

Action #	Title	Description	Total Funds	Contributing
	Instructional Materials	<p>WHAT: This action and the strategies within it will ensure that all students have sufficient access to the standards-aligned instructional materials.</p> <p>WHO: Credentialed 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> <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>METRICS: 1.1, 1.2, 1.4</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 the teaching 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	Implement State Standards for Content Mastery	<p>1.2 Implement state standards using research-based and evidence-based practices to guide all students, including those with disabilities, toward content standard mastery. (LCFF Priorities 2.A., 2.B., 4.A.)</p> <p>WHAT: This action and the strategies below will ensure that students are working toward content standard mastery.</p>	\$144,247.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>WHO: Teachers and other instructional support staff will work with one another, as well as with students and parent/learning coaches to guide and 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, Improve English Language Arts (ELA) and Math CAASPP scores from previous year(s) using the distance from standard as the measure.</p> <p>METRICS: 1.4, 1.6, 1.17</p> <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) Accelerated Reader - Students will have access to this online platform that allows parents/learning coaches to monitor learning and comprehension from selected academic books.</p> <p>d) 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. Teachers will work with parent/learning coaches (and other certificated staff as needed) to identify, create a plan and monitor students at risk to help close the achievement gap.</p> <p>e) Universal Access Platforms - Teachers will assign and monitor progress toward content mastery through these online curriculum platforms: IXL, Reading Eggs/Math Seeds, Touch-type Read & Spell</p>		

Action #	Title	Description	Total Funds	Contributing
		f) Platforms to Check for Understanding - Teachers will utilize online learning engagement tools to check for understanding in learning, such as Kahoot!, Pear Deck, and EdPuzzle		
1.3	Provide Programs and Services to Support Access and Enrollment in a Broad Course of Study	<p>1.3 Provide programs and services to support access to and enrollment in a broad course of study for all students. (LCFF Priority 7.A, 7.B., 7.C.)</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> <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>METRICS: 1.14, 1.15, 1.16</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. This action and the strategies it entails are important for preparing students for high school, college, and career.</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>	\$9,280,092.16	No

Action #	Title	Description	Total Funds	Contributing
		<p>c) Field Trips - Students may extend their learning with hands-on, real world/experiential learning via field trips to local zoos, museums, botanical gardens, etc.</p> <p>d) 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>e) Heartschool - Students have access to a broad course of study through high-interest and standards-based support classes offered in the morning during synchronous instruction and live interaction.</p> <p>f) Heartland Live - standards-aligned courses for middle school and high school students taught by Heartland credentialed teachers (include AG/NCAA aligned core and VAPA courses).</p>		
1.4	Prepare Students for College and Career	<p>1.4 Prepare all students for college and careers upon graduation from high school. (LCFF Priorities 4.A, 4.B., 4.C., 4.D., 4.G., 4.H., 8.A.)</p> <p>WHAT: This action and the strategies below will ensure that all 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 - College and Career Indicator (CCI), Dashboard Additional Reports: College and Career Measures Reports (e.g. How Met Prepared)</p> <p>METRICS: 1.7, 1.8, 1.9, 1.12, 1.13, 1.17</p> <p>WHY: This action is in alignment with the school-wide learner outcomes (SLOs) as well as the WASC self-study identified learner needs for preparing students for high school, college and career. Staff and parents/learning coaches desire to work collaboratively to ensure that all students are prepared for life after high school graduation, such that</p>	\$1,254,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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, counselors, and teachers to ensure all high school students, including students with disabilities and unduplicated pupils (English learners, socioeconomically disadvantaged, and foster youth) have access to 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 Technical Education (CTE) and other career pathways through college and career fairs.</p> <p>c) Program Coordinator - The program coordinator will support the implementation of the Explorers program which is geared toward the exploration of CTE pathways. Students will explore a different career pathway 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 (e.g. counselors) 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 and have access to demonstrate preparedness as measured by College Career Indicator (Dashboard). 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, Collaboration, and Celebration - Teachers and other certificated staff (counselors, Director of Curriculum, Director of Instruction, Coordinator of Academic Reporting, 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, etc.), via high school orientation meetings, learning period meetings with parents and students, emails to parents, school newsletters,</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>flyers/programs for events and fairs, community college guides, awards checklists, etc. Awards to be presented to graduating seniors who have "Met Prepared" for one or more measures of the College/Career Indicator (CCI).</p> <p>f) One-to-One Counselor Support - Counselors will support high school success and college/career planning by offering in-depth family consultation meetings for high school and college/career planning to incoming and current high school students and their parents/learning coach(es).</p>		
1.5	Administer Intervention Support / Multi-Tiered System of Supports	<p>1.5 Utilize the Multi-Tiered System of Supports (MTSS) to identify student attendance and academic/social/emotional/behavioral needs, or exceptional needs and to individualize support for all students in and close achievement gaps. (LCFF Priorities 4.A., 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, STAR 360 Assessment data, and other assessment/progress data</p> <p>METRICS: 1.6, 1.17</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</p>	\$3,310,720.49	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 - Utilize evidence-based support learning platforms, such as Symphony Math, Math 180, Focus Math, Lexia, Passport to Literacy, Reading A-Z, Writing A-Z</p> <p>b) Tutoring - Equipping students with personalize and strategic support in accessing and mastering content using the support of qualified tutoring vendors, including vendors like Tutor.com</p> <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) Student Study Team (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) 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> <p>f) Summer Learning Support - Students involved in tiered intervention will continue to have access to self-paced, online intervention support and/or students will have access to other summertime learning opportunities.</p> <p>g) Whole Child Wellness - behavioral, emotional, and social learning support through an online platform like Satchel Pulse or other tiered intervention guided by an SST team (certificated staff, parent/learning coach, and student)</p>		

Action #	Title	Description	Total Funds	Contributing
1.6	Provide Augmented Support for English Learners (ELs)	<p>1.6 Support English Learners, including Long-Term English Learners (LTELs), with an increasingly comprehensive approach to support their language acquisition. (LCFF Priorities 1.A, 1.B., 2.A., 2.B., 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 Coordinators 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: CAASPP (state testing) results, English Learner Progress Indicator (ELPI), EL Reclassification Rate; English Language Proficiency Assessments for California (ELPAC) Scores, STAR 360 Assessment data</p> <p>METRICS: 1.5, 1.6, 1.10, 1.11</p> <p>WHY: Heartland's 2023 English Language Progress Indicator (ELPI) showed that 52.9% of ELs were making progress toward English language proficiency and the 2022-2023 Reclassification Rate was 17.6%. While these data points are indicative of successful English language acquisition for some of Heartland's 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 EL Coordinators. 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 [District] English</p>	\$311,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Language Advisory Committee (ELAC/DELAC), parent workshops, 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/ELPAC Coordinator Positions - Starting in 2024-25, provide an additional EL/ELPAC Coordinator (so there are two) to address specific needs of EL (including LTEL) and RFEP students, such as via progress monitoring, ELD curriculum support, ELD instruction, participation in the [District] English Learner Advisory Committee (ELAC/DELAC), 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 SAVVAS, Wonders, 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 Coordinators, 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 Lexia, and Wordly Wise 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.</p> <p>e) EL Toolkit - Heartland will offer a robust EL Toolkit, as a required resource for teacher use, designed to help teachers and parents with</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>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) [District] English Learner Advisory Committee - Heartland has an ELAC/DELAC committee which meets regularly throughout the year with the EL/ELPAC Coordinator(s) 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/DELAC committee 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	Focus on Increasing Student Achievement	<p>1.7 Increase student achievement via curriculum development practices, teaching strategy implementation, and lesson/unit design, and structured meetings. (LCFF Priorities 1.B., 2.A., 2.B., 4.A.-4.H., 8.A.)</p> <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>	\$953,111.04	Yes

Action #	Title	Description	Total Funds	Contributing
		<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>METRICS: 1.5, 1.6, 1.7, 1.8, 1.9., 1.10, 1.11, 1.12, 1.13, 1.17</p> <p>WHY: Heartland's 2023 English Language Progress Indicator (ELPI) showed that 52.9% of ELs were making progress toward English language proficiency. While this data point is indicative of successful English language acquisition for many English learners, there is still progress to be made. Additionally, the 2023 California Dashboard data shows that in English Language Arts (ELA), English Learners scored 36.1 points below standard, which was lower than some other subgroups, and below the school performance of 21.9 points below standard. In Mathematics, English learners scored 70.1 points below the standard, a performances lower that one other subgroup and below the school performance of 65.3 points below standard. The 2023 Dashboard data revealed that in ELA, the school's socioeconomically disadvantaged population scored 36.3 points below standard compared to the school performance of 21.9 points below standard. In Math, the socioeconomically disadvantaged population scored 79.8 points below the standard.</p> <p>Heartland has had fewer than 11 students in foster care or experiencing homelessness, so there is not specific Dashboard data available, but as Heartland strives to provide individualized support, the strategies within this action are intended to principally support students at-risk or experiencing hardship, which may include these populations in addition to the socioeconomically disadvantaged and English learner populations.</p> <p>Based on the 2023 Dashboard results, Heartland has scored better than the state in terms of distance from standard within some subgroups, but not all of them. The school desires to see overall growth as well as to provide strategic support to the subgroups in which the CAASPP scores are showing an achievement gap, including with these student populations: African American (ELA and Math), Hispanic (Math), and students with disabilities (Math).</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>STRATEGIES/RESOURCES:</p> <p>a) Curriculum Development - Teachers will work to design curriculum units in an effort to provide learning opportunities and assignments designed to assist students in content mastery in English language arts (ELA), social studies, science, and elective courses.</p> <p>b) Literature-Based Units- Thematic 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) Celebration of CAASPP Participation - Student participation will be rewarded with a testing reward celebration at a local activity center per a Heartland approved board resolution.</p> <p>d) Thinking Maps (TM) and Write from the Beginning and Beyond (WFBB) - 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 sessions, Thinking Maps and Write from the Beginning and Beyond materials (for teachers and students), and an annual site license.</p> <p>e) Early Elementary Screeners - Heartland will utilize a fall and spring TK/K screener to evaluate learning readiness and to assess growth for students in TK/K. Additionally, a TK-2 literacy screener will be used to assist teachers and learning coaches in supporting early readers. These screeners will also be utilized to determine if specific intervention support could be beneficial.</p> <p>f) Student Achievement Monitoring - The administrative team and other leaders will review student achievement data and metrics on a monthly basis and will disseminate and assist in the review of student achievement data/metrics via leadership meetings, the school's staff communications, and in team meetings. The purpose of this communication and monitoring will be to assist teaching staff in learning from data to drive future instructional support for parents/learning coaches and students.</p> <p>g) Data Support - Educational staff will use internal data (Multiple Measures for STAR and CAASPP data) within a robust system to view growth trends and areas for greater support.</p>		

Action #	Title	Description	Total Funds	Contributing
1.8	Provide Targeted Assistance for Long-Term English Learners (LTELs)	<p>1.8 Heartland will provide targeted assistance for families and teachers supporting a student who is classified as a Long-Term English Learners (LTELs), meaning the student has been in the EL Program for six or more years without reclassifying as English proficient. (LCFF Priorities 1.A, 1.B., 2.A., 2.B., 4.E., 4.F.)</p> <p>WHAT: This action and the strategies below focus upon addressing the specific needs of Heartland's Long-Term English learners (LTELs) and are intended to increase achievement for this specific subgroup within the EL program.</p> <p>WHO: The EL/ELPAC Coordinators, credentialed teachers supporting LTEL students, and the parents/learning coaches for these students shall work in collaboration to identify specific needs and resources to assist LTEL students in English language acquisition as well as increased academic achievement. Furthermore, the EL/ELPAC Coordinators will provide targeted professional development for teachers supporting LTELs.</p> <p>OUTCOME/MEASUREMENT: California Dashboard: CAASPP (state testing) results, English Learner Progress Indicator (ELPI), EL Reclassification Rate; English Language Proficiency Assessments for California (ELPAC) Scores, STAR 360 Assessment data</p> <p>METRICS: 1.5, 1.6, 1.10, 1.11</p> <p>WHY: Heartland's 2023 English Language Progress Indicator (ELPI) showed that 52.9% of ELs were making progress toward English language proficiency and the 2022-2023 Reclassification Rate was 17.6%. While these data points are indicative of successful English language acquisition for some of Heartland's 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, but who have struggled to become English language proficient and have been part of the EL program for six or more years.</p> <p>STRATEGIES/RESOURCES:</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>a) Targeted Support Consultations: The EL/ELPAC Coordinator, credentialed teacher of record, and parent will meet for a consultation within the first six weeks of school to review specific student data, needs, and action items for the school year, in order to assist the student with resources and a plan for targeted English language acquisition and increased academic achievement.</p> <p>b) LTEL Professional Development - teachers who hold one or more LTEL students on their roster, shall take part in an annual EL/LTEL workshop or webinar training that focuses upon English language acquisition, ELD standards, and evidence-based instructional practices.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Utilizing parent and student feedback, Heartland Charter School will improve school culture and student engagement by providing frequent and meaningful opportunities for connectedness. (LCFF Priorities 3, 5, 6, & 7)	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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. Heartland received a response from about 62% of the approximately 2800 families represented at Heartland (1741 parent/guardian/learning coach responses received). Approximately 33% of eligible students (grades TK-12) responded to the survey (1820/5478 student responses). About 93% of the school staff responded to the staff survey (278/300 responses received). Staff responses included those of administrators, teachers, other certificated support staff, and classified staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 3. A. Parental Involvement: A) Parent input in LCAP decision-making (Surveys)	62% of families returned the 2024-25 LCAP planning survey for parents/guardians			67% of families will return the 2027-28 LCAP planning survey for parents/guardians	
2.2	State Priority 3. B. Parent participation (marketing efforts -	100% of English Learner Advisory Committee			100% of English Learner Advisory Committee	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	events/programs for unduplicated pupils)	(ELAC) Meetings and 100% of Parent education workshops advertised via email and via the school website, newsletters/flyers or social media			(ELAC) Meetings and 100% of Parent education workshops advertised via email and via the school website, newsletters/flyers or social media	
2.3	State Priority 3. B. 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, PAC meeting, or parent workshop put on by Heartland	
2.4	State Priority 3. C. How the school district will promote parental participation in the programs for individuals with disabilities.	100% of Parent education workshops for students with disabilities are advertised via email, flyers, and Special Education department outreach linked to learning and/or social-emotional development and growth of students with disabilities			100% of Parent education workshops for students with disabilities are advertised via email, flyers, and Special Education department outreach linked to learning and/or social-emotional development and growth of students with disabilities	
2.5	State Priority 5. A. Attendance Rate (P2) (Student Information System-SIS Reports)	99.9% - P2 Attendance Rate for 2023-2024			99.9% Attendance Rate for 2026-2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	State Priority 5. B. Chronic Absenteeism Rate (Dashboard, SIS)	2022-2023 - 0.0% Chronic Absenteeism			2025-2026 - 0.0% Chronic Absenteeism	
2.7	State Priority 5. C. Middle School Dropout Rate (CALPADS/SIS)	2022-2023: 0% middle school drop out rate			2025-2026: 0% middle school drop out rate	
2.8	State Priority 5. D. High School Dropout Rate (DataQuest)	2022-2023: Five Year Cohort Outcomes: 4.8%			2025-2026: Five Year Cohort Outcomes: 1.5%	
2.9	State Priority 5. E. High School Graduation Rate (Dashboard, DataQuest)	2022-2023 Four Year Adjusted Cohort Graduation Rate 88.5%			2025-2026 Four Year Adjusted Cohort Graduation Rate 93.5%	
2.10	State Priority 5. F. District Data: Student Surveys/Input Sessions	33% of students in grades TK-12 returned the 2024-25 LCAP planning survey for students (March 2024)			50% of students in grades TK-12 returned the 2027-28 LCAP planning survey for students (March 2027)	
2.11	State Priority 6. A. School Climate: A) Suspension Rate (Dashboard)	2022-2023 - 0% suspension rate			2025-2026 - 0% suspension rate	
2.12	State Priority 6. B. Expulsion Rate (DataQuest)	2022-2023 - 0% expulsion rate			2025-2026 - 0% expulsion rate	
2.13	State Priority 6. C. District Identified: sense of safety and connectedness (Surveys)	An average of 96.5% of respondents to the 2024-25 LCAP planning surveys said they feel that Heartland provides a safe learning environment for students.			An average of 97.5% of respondents to the 2027-28 LCAP planning surveys will say they feel that Heartland provides a safe learning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		An average of 85.5% of respondents to the 2024-25 LCAP planning surveys said they feel that Heartland provides opportunities for students to make connections to the school community.			environment for students. An average of 92.5% of respondents to the 2027-28 LCAP planning surveys will say they feel that Heartland provides opportunities for students to make connections to the school community.	
2.14	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)	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 will have access to a broad course of study and/or programs (vendor list and School Pathways course report)	
2.15	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 will have access to a broad course of study or programs (vendor list and School Pathways course report)	
2.16	State Priority 7. C. Programs and services	100% of students with disabilities have access			100% of students with disabilities will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	developed and provided to students with disabilities (Local Data-vendor list, SIS)	to a broad course of study or programs (vendor list and School Pathways course report)			have access to a broad course of study or programs (vendor list and School Pathways course report)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation	2.1 Establish and maintain systems to remove potential barriers to graduation for all students, with a focus on the successful on-time graduation for unduplicated pupils. (LCFF Priorities 5.A.-5.E., 6.A., 6.B., 7.A.-7.C.)	\$304,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>WHAT: Heartland will work to determine what barriers may exist for unduplicated pupils to graduate within four years.</p> <p>WHO: School counselors, school leaders, and teachers will be involved in a root cause analysis process to determine needs in order to remove barriers. Systems will be implemented through a collaborative schoolwide approach as well as with the assistance of vendor support, such as Charter Tech Services.</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>METRICS: 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12</p> <p>WHY: 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 the provision and creation of resources and processes designed to remove barriers. Consultants may be used to support this process.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>c) Middle School Transition Plans and High School Orientation - teachers and high school counselors will implement these tools to support the successful transition from middle school to high school.</p> <p>d) High School Support Class - credit deficient and struggling students can attend our this live online class, which is designed to remove barriers to graduation</p> <p>e) Technology Management and Google Classroom Support - high school counselors send monthly newsletters and invitations to parents to join their high school Google Classrooms by grade level help to ensure up to date information and communications to parents. Charter Tech Services provides technology management and Google Suite support.</p> <p>f) Graduation Ceremony Costs - provide a goal for students to participate in graduation ceremonies and utilize vendor support to provide the needed resources, including venues, program printing, and awards</p>		
2.2	Provide 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>METRICS: 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12</p> <p>WHY: Foster and homeless youth and students from low-income households may have or are experiencing trauma and/or may have</p>	\$131,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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> <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>		
2.3	Implement Communication and Curriculum Support	<p>2.3 Provide classified support positions to support programming and school communications (newsletter, social media, website, etc.), curriculum education and expertise for teachers and parents, and procurement support for qualified resources for student learning. (LCFF Priorities 3.A.-3.C.,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> <p>WHO: Family liaisons, lending library coordinator, and purchasing coordinator with other certificated and classified support</p> <p>OUTCOME/MEASUREMENT: 100% of parents/families will be aware of their access to participate in providing regular and annual school feedback, 100% of parents/families will be aware of opportunities for parent education workshops and support groups within the school (e.g. Learning</p>	\$276,393.50	No

Action #	Title	Description	Total Funds	Contributing
		<p>from the Heart, ELAC/DELAC, and PAC group meetings). 100% of students will have access to a broad course of study. (Tracking of parent participation attendance logs, LCAP survey response rate)</p> <p>METRICS: 2.1, 2.2, 2.3, 2.4, 2.14, 2.15, 2.16</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. The Lending library coordinator assists 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. The purchasing coordinator leads a team to support the procurement and distribution of qualified learning resources for students, such as curriculum, supplemental learning resources, and school supplies.</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 Coordinator - 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> <p>d) Heartland Ordering Support - Heartland will provide a handbook and other resources to assist students in obtaining curriculum, supplemental learning resources, and school supplies that can be purchased and distributed to meet students' needs with school approval using the planning amounts.</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Coordinate 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> <p>WHO: Title I Parent Engagement Coordinator and other classified and certificated support</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>METRICS: 2.1, 2.2, 2.3, 2.4, 2.13</p> <p>STRATEGIES/RESOURCES:</p> <p>a) Heartland Events - Certificated and classified personnel will collaborate to provide school-sponsored events for the school, such as back-to-school events, entrepreneur fairs, science workshops, library park days, etc.</p> <p>b) Family Engagement Policy - Staff with the collaboration of parents will monitor the family engagement policy formulated by the Parent Advisory Committee to outline key ideas to support family engagement and a positive school climate and shall revise as needed.</p> <p>c) Parent Education Workshops (Homeschooling with Heart, Learning from the Heart) - 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>	\$220,116.50	No

Action #	Title	Description	Total Funds	Contributing
		<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> <p>e) Learning Kits and IXL Challenge Supplies - Thematic learning kits for family learning at home, like science experiments, literature units, and math games. IXL Challenge awards to motivate students to utilize IXL for learning.</p> <p>f) Heartland Conference - Heartland staff will encourage and equip parents with research-based practices and instructional support.</p> <p>g) Parent Advisory Committee (PAC) - As of the 2022-2023 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> <p>h) 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>		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,858,583	\$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
8.927%	0.000%	\$0.00	8.927%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Prepare Students for College and Career</p> <p>Need: As we look at data on the College/Career Levels and Measures Report & Data for 2023: 26.6% of Heartland graduates in the socioeconomically disadvantaged (low income) subgroup "Met Prepared" on the College and Career Indicator (CCI) in 2023. There was not a numerically significant</p>	All students are deserving of the opportunity to achieve strong post-secondary outcomes and the strategies within this action can support all students. However, because this action is principally directed to meet the needs of Heartland's unduplicated student groups (English Learners, foster youth, and low income), it gives focus to teacher professional development and strategic communication to make families of typically underserved populations aware of the requirements for college and career readiness and	The following metrics will be used to monitor the effectiveness of this action: 1.7, 1.8, 1.9, 1.12, 1.13, 1.17.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>amount of English Learners or foster youth. The overall percentage prepared for Heartland in 2023 was 35.7% which is higher than the low income subgroup.</p> <p>Students from within the unduplicated populations (English Learners, foster youth, and low income) may have parents/guardians who are lacking in knowledge about the specific requirements to achieve college and career preparedness. While Heartland's EL and low income students have performed better than the state in both ELA and Math (2023 Dashboard), there is still a need to ensure that typically underserved populations, like unduplicated pupils (EL, foster youth, and low income), have information and support in achieving preparedness for high school and life beyond high school.</p> <p>Scope: LEA-wide</p>	<p>to ensure access to personalized student support, such as one-to-one counselor appointments. This action also invites families to participate in learning more about Career Technical Education Pathways via the Explorers program. Furthermore, in celebrating the accomplishments of students achieving one or more of the college/career indicator (CCI) measures of "Met Prepared," a school culture of recognition and a positive understanding of college and career will be bolstered.</p>	
1.5	<p>Action: Administer Intervention Support / Multi-Tiered System of Supports</p> <p>Need: Heartland currently has 45% of its students who qualify for Free and Reduced Priced-Meals (FRPM, low income). This is expected to be the case for the coming years as well. The 2023 Dashboard data revealed that in ELA, the school's socioeconomically disadvantaged (low income) population scored</p>	<p>The strategies within this action focus upon the use of data to drive action to support all students, and principally the unduplicated student populations (English Learners, foster youth, and low income). For example, the strategies within the action are designed to support students who need additional and support and intervention to assist them in mastering the standards. Through the use of evidence-based interventions via a tiered approach, high-dose tutoring, professional development for teachers, whole child wellness programming, and summer learning support,</p>	<p>The following metrics will be used to monitor the effectiveness of this action: 1.6, 1.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>36.3 points below standard compared to the school performance of 21.9 points below standard. In Math, the socioeconomically disadvantaged (low income) population scored 79.8 points below the standard.</p> <p>Heartland's 2023 English Language Progress Indicator (ELPI) showed that 52.9% of ELs were making progress toward English language proficiency. While this data point is indicative of successful English language acquisition for many English learners, there is still progress to be made. Additionally, the 2023 California Dashboard data shows that in English Language Arts (ELA), English Learners scored 36.1 points below standard, which was lower than some other subgroups, and below the school performance of 21.9 points below standard. In Mathematics, English learners scored 70.1 points below the standard, a performances lower that one other subgroup and below the school performance of 65.3 points below standard.</p> <p>Heartland has had fewer than 11 students in foster care or experiencing homelessness, so there is not specific Dashboard data available, but as Heartland strives to provide individualized support, the strategies within this action are intended to principally support students at-risk or experiencing hardship, which may include these populations in addition to the socioeconomically disadvantaged (low income) and English learner populations.</p>	<p>unduplicated students (English Learners, foster youth, and low income) will benefit from wraparound support that leads to increased student achievement. These practices and programs are proven strategies that can assist all students in increasing their learning and achievement.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Based on the 2023 Dashboard results, Heartland has scored better than the state in terms of distance from standard within some subgroups, but not all of them. The school desires to see overall growth as well as to provide strategic support to the subgroups in which the CAASPP scores are showing an achievement gap, including with these student populations: African American (ELA and Math), Hispanic (Math), and students with disabilities (Math). These active relevant subgroups may fall within the foster youth or low income count for the unduplicated student count.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Focus on Increasing Student Achievement</p> <p>Need: Heartland's 2023 English Language Progress Indicator (ELPI) showed that 52.9% of ELs were making progress toward English language proficiency. While this data point is indicative of successful English language acquisition for many English learners, there is still progress to be made. Additionally, the 2023 California Dashboard data shows that in English Language Arts (ELA), English Learners scored 36.1 points below standard, which was lower than some other subgroups, and below the school performance of 21.9 points below standard. In Mathematics,</p>	<p>The strategies within this action focus on the use of data to drive action to support all students, and principally the unduplicated student populations (English Learners, foster youth, and low income). For example, through the use of evidence-based instruction and curriculum (Thinking Maps and Write from the Beginning and Beyond) as well as via the regular use of data review, students will receive more strategic, effective, and personalized support in their learning. Additionally, through the celebration of efforts in their learning, the school intends to build a culture of recognition in which students are honored for giving their best to show what they know.</p>	<p>The following metrics will be used to monitor the effectiveness of this action: 1.5, 1.6, 1.7, 1.8, 1.9., 1.10, 1.11, 1.12, 1.13, 1.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English learners scored 70.1 points below the standard, a performances lower that one other subgroup and below the school performance of 65.3 points below standard. The 2023 Dashboard data revealed that in ELA, the school's socioeconomically disadvantaged (low income) population scored 36.3 points below standard compared to the school performance of 21.9 points below standard. In Math, the socioeconomically disadvantaged (low income) population scored 79.8 points below the standard.</p> <p>Heartland has had fewer than 11 students in foster care or experiencing homelessness, so there is not specific Dashboard data available, but as Heartland strives to provide individualized support, the strategies within this action are intended to principally support students at-risk or experiencing hardship, which may include these populations in addition to the socioeconomically disadvantaged (low income) and English learner populations.</p> <p>Based on the 2023 Dashboard results, Heartland has scored better than the state in terms of distance from standard within some subgroups, but not all of them. The school desires to see overall growth as well as to provide strategic support to the subgroups in which the CAASPP scores are showing an achievement gap, including with these student populations: African American (ELA and Math), Hispanic (Math), and students with disabilities (Math). These active relevant</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>subgroups may fall within the foster youth or low income count for the unduplicated student count.</p> <p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation</p> <p>Need: This LEA-wide action is being principally directed to augment the support for Heartland's socioeconomically disadvantaged (low income) students. In 2023, the graduation rate for the socioeconomically disadvantaged (low income) subgroup was at an 87.2% graduation rate (a decline of 5.9% from the previous year).</p> <p>This action will assess the needs of the Heartland student population as a whole as well as the specific and unique needs of its low-income students to remove barriers to on-time high school graduation. Typically low income students may come from a household in which the parent education levels are lower than the households of other student populations. Students whose parent may not have attended or graduated from high school or college, may not have as much support at home with navigating their path to graduation and beyond, because of the lack of knowledge and/or experience with the requirements to</p>	<p>Heartland's overall graduation rate decreased: 2023 Dashboard (88.5%), down from 94.5% on the 2022 Dashboard. So while this action is focused upon low income students, the specific strategies are designed to support all students by removing barriers to graduation. This action intends to remove potential barriers such as a lack of knowledge by offering strategic and ongoing communication and planning opportunities. Additionally any struggling and/or credit deficient student will receive additional live online support (high school support class) with a credentialed Heartland teacher to assist with accountability, monitoring, and motivation. Finally the high school graduation ceremony and awards are aimed to provide all students with some specific goals to aim for as they prepare for life beyond high school.</p>	<p>The following metrics will be used to monitor the effectiveness of this action: 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>graduate from high school. This may create a potential barrier to graduation for students from low income households and/or households in which high school and post-secondary education are lower among parents.</p> <p>Scope: LEA-wide</p>		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.6</p>	<p>Action: Provide Augmented Support for English Learners (ELs)</p> <p>Need: While Heartland's EL students performed well on 2023 CAASPP (ELA: 36.1 points below standard and Math: 70.1 points below standard), in comparison to the state for the same subgroup (ELA: 67.7 points below standard and Math: 93.4 points below standard) the EL subgroup is still performing lower than their English Only classmates in ELA (22.5 points below standard) and Math (65 points below standard). As the overall</p>	<p>The strategies in this action provide wraparound support through an increase in professional development and resources for teachers supporting EL students, to more parent education workshops and resources, as well as increased and improved quality in instructional and curricular support with the addition of a second EL/ELPAC Coordinator.</p>	<p>The following metrics will be used to monitor the effectiveness of this action: 1.5, 1.6, 1.10, 1.11.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Heartland student population has grown since the school began in 2018, Heartland's EL population has grown as well. To address the growth in the number of EL students and the continued need to strategic support for LTELs, Heartland sees a need to continue to bolster the EL program.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.8	<p>Action: Provide Targeted Assistance for Long-Term English Learners (LTELs)</p> <p>Need: LTELs are students who have been in the EL program for six or more years and have not yet reclassified as English language proficient. Heartland Charter School currently has 15 LTELs. These students are at-risk of not thriving academically due to the language barrier and potentially other needs for these students that require increased support.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The strategies in this action provide targeted and wraparound support through an increase in communication and planning for a more personalized learning approach for each LTEL student as well as professional development and resources for teachers supporting LTEL students. This support is aimed to meet the needs of LTELs by increasing their English language acquisition and proficiency, thereby also assisting the student in academic content mastery.</p>	<p>The following metrics will be used to monitor the effectiveness of this action: 1.5, 1.6, 1.10, 1.11.</p>
2.2	<p>Action: Provide Foster/Homeless/SED Support</p> <p>Need: While Heartland does not have a numerically significant amount of foster youth each year, the School aims to meet the unique needs of these students who are in attendance.</p>	<p>The Foster/Homeless/SED Liaison will be able to offer additional support due to their training and knowledge in supporting students in these populations (foster youth and low income) and helping these subgroups access internal (school) and external (community/state/federal) resources. In training teachers, the liaison and consultant(s) will also help staff members learn how they can</p>	<p>The following metrics will be used to monitor the effectiveness of this action: 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Students in foster care are at-risk of failing to thrive and achieve academically because of the complex nature of their home environment and/or the situations surrounding displacement from their family of origin. These needs may be academic, behavioral, emotional, or physical in nature, or a combination of several needs.</p> <p>On the 2023 California Dashboard, Heartland shows high attendance, low chronic absenteeism, low to no drop outs, and no suspensions or expulsions for foster youth and socioeconomically disadvantaged (low income) populations. While these are positive data points, the graduation rate for the socioeconomically disadvantaged (low income) subgroup was at an 87.2% graduation rate in 2023 (a decline of 5.9% from the previous year).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>strategically support foster youth, students experiencing homelessness, and students coming from low-income households. In establishing and maintaining response and support protocols, Heartland will ensure that the students in these subgroups have their academic, behavioral, emotional, and physical needs met, in an effort to increase student achievement through strong attendance and school engagement.</p>	

For any limited 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, as applicable.

Additional Concentration Grant Funding

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	23:1	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$65,627,307	\$5,858,583	8.927%	0.000%	8.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$35,091,622.06			\$616,902.63	\$35,708,524.69	\$23,625,303.63	\$12,083,221.06

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Ensure Access to Standards-Aligned Instructional Materials	All	No			All Schools	ongoing	\$19,518,717.00	\$0.00	\$19,518,717.00				\$19,518,717.00	
1	1.2	Implement State Standards for Content Mastery	All	No			All Schools	ongoing	\$0.00	\$144,247.00	\$104,230.00			\$40,017.00	\$144,247.00	
1	1.3	Provide Programs and Services to Support Access and Enrollment in a Broad Course of Study	All	No			All Schools	ongoing	\$392,000.00	\$8,888,092.16	\$9,020,092.16			\$260,000.00	\$9,280,092.16	
1	1.4	Prepare Students for College and Career	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,254,873.00	\$0.00	\$1,254,873.00				\$1,254,873.00	0.00%
1	1.5	Administer Intervention Support / Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$664,193.00	\$2,646,527.49	\$3,200,720.49			\$110,000.00	\$3,310,720.49	0.00%
1	1.6	Provide Augmented Support for English Learners (ELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$306,890.00	\$5,000.00	\$311,890.00				\$311,890.00	0.00%
1	1.7	Focus on Increasing Student Achievement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$893,724.63	\$59,386.41	\$856,364.41			\$96,746.63	\$953,111.04	0.00%
1	1.8	Provide Targeted Assistance for Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	0.00%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.1	Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$12,000.00	\$292,500.00	\$304,500.00				\$304,500.00	0.00%
2	2.2	Provide Foster/Homeless/SED Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	\$124,714.00	\$7,150.00	\$125,714.00			\$6,150.00	\$131,864.00	0.00%
2	2.3	Implement Communication and Curriculum Support	All	No			All Schools	ongoing	\$271,725.50	\$4,668.00	\$276,393.50				\$276,393.50	
2	2.4	Coordinate Parent and Family Engagement	All	No			All Schools	ongoing	\$186,466.50	\$33,650.00	\$116,127.50			\$103,989.00	\$220,116.50	

2024-25 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
\$65,627,307	\$5,858,583	8.927%	0.000%	8.927%	\$6,056,061.90	0.000%	9.228 %	Total:	\$6,056,061.90
								LEA-wide Total:	\$5,616,457.90
								Limited Total:	\$439,604.00
								Schoolwide Total:	\$0.00

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	Prepare Students for College and Career	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,254,873.00	0.00%
1	1.5	Administer Intervention Support / Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,200,720.49	0.00%
1	1.6	Provide Augmented Support for English Learners (ELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$311,890.00	0.00%
1	1.7	Focus on Increasing Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$856,364.41	0.00%
1	1.8	Provide Targeted Assistance for Long-Term English Learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	0.00%
2	2.1	Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation	Yes	LEA-wide	Low Income	All Schools	\$304,500.00	0.00%

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 (%)
2	2.2	Provide Foster/Homeless/SED Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$125,714.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$29,367,335.10	\$36,942,572.57

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	\$15,512,519.10	16,928,697.20
1	1.2	Establishing and Maintaining Best Practices Toward Monitoring Content Mastery	No	\$78,000.00	39,464.15
1	1.3	Providing Access to a Broad Course of Study	No	\$6,371,440.19	9,062,101.14
1	1.4	College and Career Readiness	Yes	\$727,416.00	842,369.94
1	1.5	Multi-Tiered System of Supports	No	\$1,412,543.80	2,147,942.70
1	1.6	Comprehensive EL Support	Yes	\$171,306.40	197,986.73
1	1.7	Student Achievement Focus Group	Yes	\$4,334,461.86	6,824,266.24
2	2.1	Graduation Needs Assessment	Yes	\$251,267.00	306,162.81
2	2.2	Foster/Homeless/SED Support	Yes	\$100,152.00	121,333.72
2	2.3	Communication and Curriculum Support	No	\$205,461.00	179,561.81
2	2.4	Parent and Family Engagement	No	\$202,767.75	292,686.13

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)

2023-24 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)
\$5,260,337.00	\$5,584,603.26	\$8,292,119.44	(\$2,707,516.18)	0.000%	0.000%	0.000%

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	\$727,416.00	842,369.94		
1	1.6	Comprehensive EL Support	Yes	\$171,306.40	197,986.73		
1	1.7	Student Achievement Focus Group	Yes	\$4,334,461.86	6,824,266.24		
2	2.1	Graduation Needs Assessment	Yes	\$251,267.00	306,162.81		
2	2.2	Foster/Homeless/SED Support	Yes	\$100,152.00	121,333.72		

2023-24 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)
\$59,940,027.00	\$5,260,337.00	0.000%	8.776%	\$8,292,119.44	0.000%	13.834%	\$0.00	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).