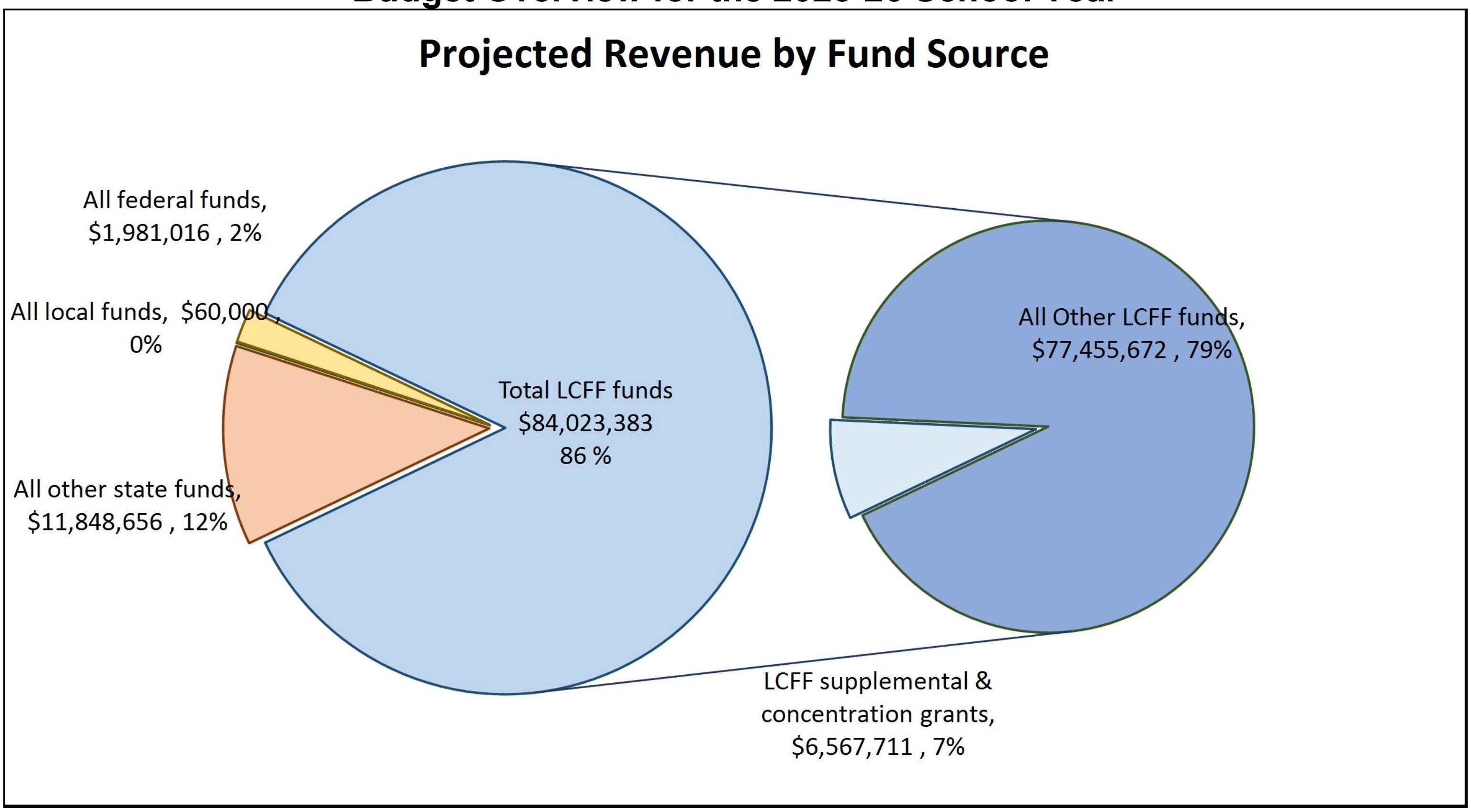
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Heartland Charter School
CDS Code: 15 63628 0138131
School Year: 2025-26
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 2025-26 School Year

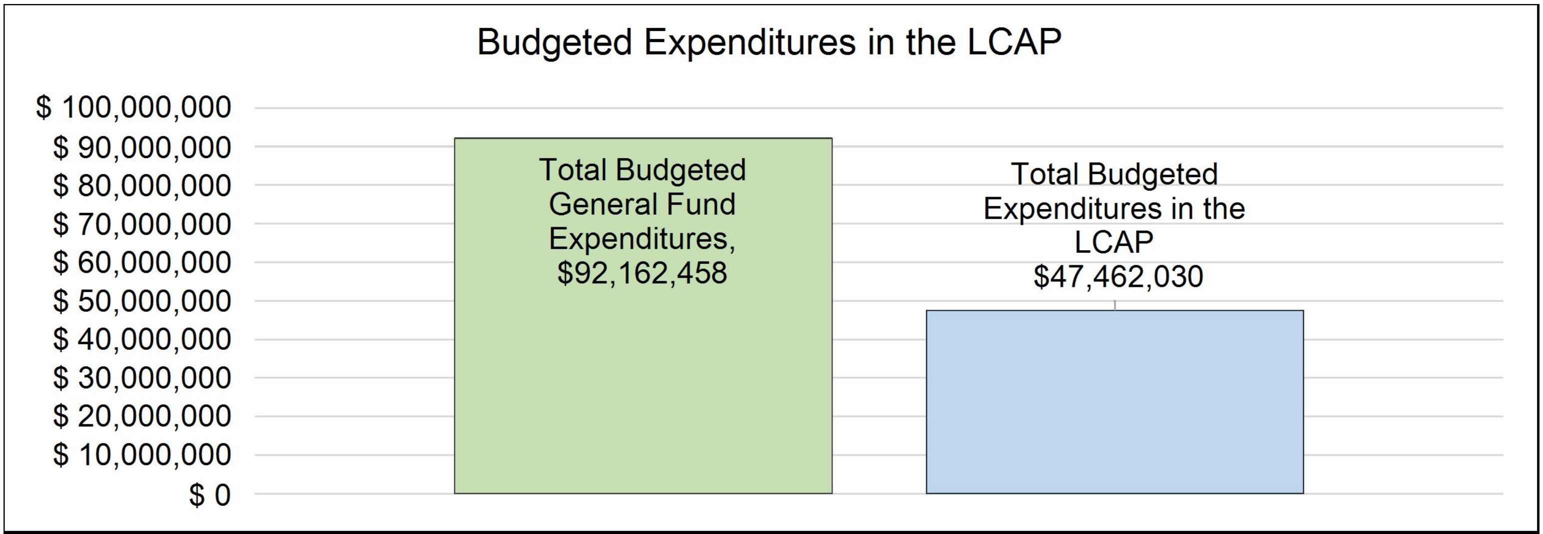


This chart shows the total general purpose revenue Heartland Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Heartland Charter School is $97,913,055, of which $84,023,383 is Local Control Funding Formula (LCFF), $11,848,656 is other state funds, $60,000 is local funds, and $1,981,016 is federal funds. Of the $84,023,383 in LCFF Funds, $6,567,711 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 2025-26. 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 $92,162,458 for the 2025-26 school year. Of that amount, $47,462,030 is tied to actions/services in the LCAP and $44,700,428 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).

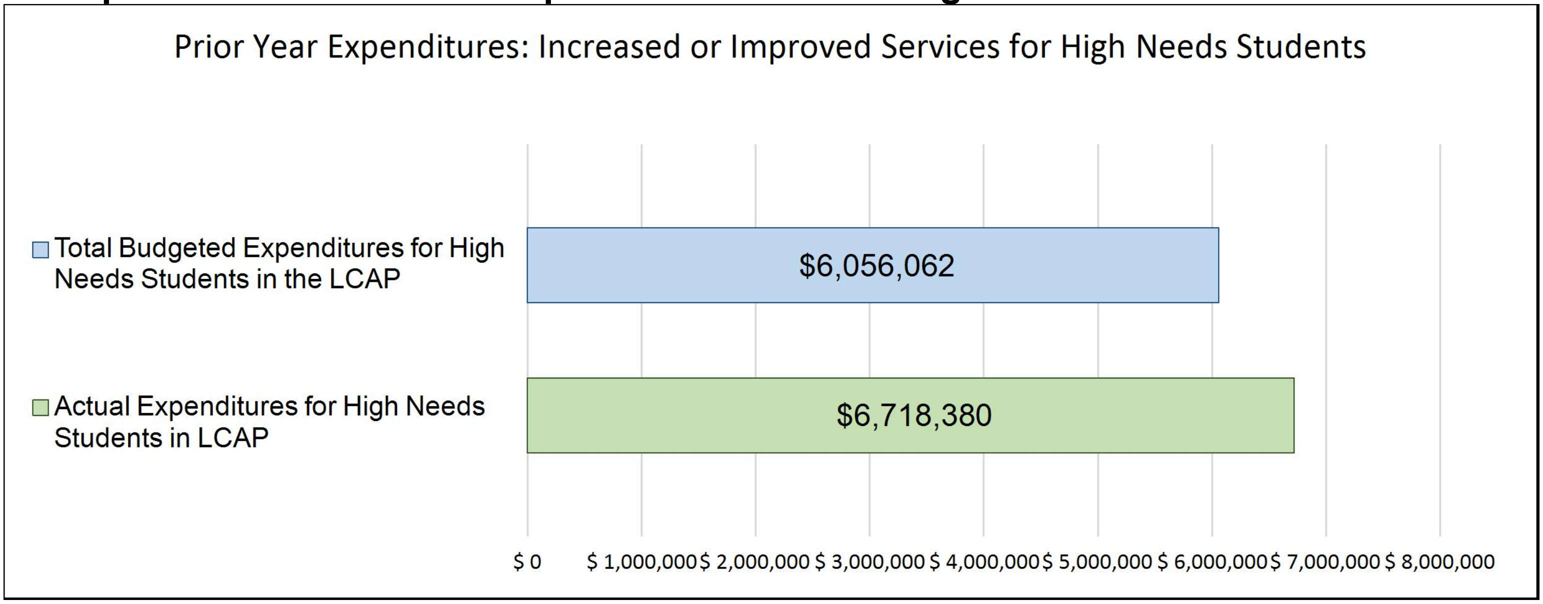
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Heartland Charter School is projecting it will receive $6,567,711 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 $6,927,801 towards meeting this requirement, as described in the LCAP.

TBD - Review estimated planned expenses to determine which actions may have additional costs involved that would contribute to increased or improved services

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Heartland Charter School's LCAP budgeted $6,056,062 for planned actions to increase or improve services for high needs students. Heartland Charter School actually spent $6,718,380 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, continues to make progress toward academic improvement in all areas. Although our English Learner Progress showed a slight decline which dropped us into the lowest performance level on this state indicator on the 2024 Dashboard, all other student groups maintained or increased their performance level on state indicators on the 2024 Dashboard. Heartland continues to make progress toward academic improvement in English Language Arts, Math, College and Career Indicator, as well as other Dashboard Indicators.

Heartland maintained or increased the percentage of students who Met or Exceeded benchmark standards for English Language Arts on the CAASPP from 2022-23 to 2023-24 for several student groups. Our overall student Met or Exceeded for all students was 42.62% in 2022-23 to 42.20% in 2023-24. For specific subgroups, we saw increases in several areas, including students identified as Hispanic (35.97% in 22-23 to 36.23% in 23-24). We have seen year over year dramatic gains for those students identifying as African American (16.22% in 21-22, 22.50% in 22-23, 31.11% in 23-24. Furthermore, we continue to perform higher than the state with more students Meeting or Exceeding standards on the ELA assessment for the 2023-24 school year in several key demographic groups, including African American (0.77% over the state) and English Learners (1.83% over the state),

Heartland Charter School saw an increase of 558 test takers from 2022-23 to 2023-24. Of the 2,839 students tested in the 2023-24 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, one increased the percentage at which they Met or Exceeded benchmark standards in English Language Arts from 2022-23 to 2023-24 (Hispanic), and one met or exceeded benchmark standards at a higher rate than the state of California (English Learners). Although Heartland saw a slight decrease from 42.65%

proficiency in the total Heartland student population in 2022-23 to 42.20% in 2023-24, we increased our overall testing population by 20%, which is a significant increase in the students we are serving and supporting throughout the school.

Mathematics continues to be an area where Heartland is focusing on growth. For specific subgroups, Heartland saw increases with several subgroups, including those who identify as African American (7.50% in 2022-23 to 11.11% in 2023-24) and White (27.16% in 2022-23 and 28.00% in 2023-24) and English Learners (0% in 2022-23 and 3.03% in 2023-24). Although Heartland did not see an increase in Heartland's Met or Exceeded Proficiency for many of the focus subgroups, students continue to close the gap between their Met or Exceeded Rate and the State of California's. From 2022-23 to 2023-24, English Learners decreased the distance from the state from 9.9.95 to 7.22% under; African Americans from 9.39% to 6.65% under, Filipino from 10.58 to 3.87% under, and white students from 21.86% to 21.57% under. 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 2023-24 school year, Heartland continued to see 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 2024 DataQuest College/Career Measures Only Report shows that 54.1% of students graduating in 2024 met A-G completion requirements, indicating that they are prepared and eligible for entry to a four-year college or university upon graduation from high school, up from 42.9% in 2022-23, and an astronomical 440% increase from 10% in 2021. Furthermore, 62.2% of high school students graduating in that year completed at least two semesters of college credit courses students, which is a slight decrease from 67.9% in 2023, but well over the state's percentage of 20.9% in 2024. Finally, 50% of students graduating in 2024 were found college and career prepared through scoring 3 or higher on their Smarter Balanced Assessment in 11th grade, up from 44.6% in 2023. Notably, 100% of Students with Disabilities and 54% of those Socioeconomically Disadvantaged who were found to be college and career ready were indicated as as such through completion of two or more semesters of community college courses. Ninety-six (61.94%) of graduating students in 2024 earned the Golden State Seal Merit Diploma, up from 55% in 2023. Three students earned the State Seal of Biliteracy (4.1%).

Although Heartland's graduation rates have dropped slightly from 2022 to 2023, we increased by over 6% in 2024 and 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%
2023-2024: Heartland 92.8% :: State of CA 86.7%

Heartland utilizes Renaissance Star 360 as our internal fall and spring benchmark. We continue to show year over year growth for subgroups of students. TK-1 Students Met/Exceeded district benchmark standards in Early Literacy Skills at the rate of 80% in the spring of 2024-25, a slight decrease from 81% in spring 2023-24. 1st-11th students Met/Exceeded district benchmark standards in Mathematics at the rate of 72% in the spring of 2024-25, a slight increase from 71.3% in spring 2023-24. Our biggest growth was shown in Reading, in which 81% of 2nd-11th students Met/Exceeded district benchmark standards in the spring of 2024-25, up from 71.4% in the spring of 2023-24.

Heartland continues to develop robust Multi-Tiered Systems of Supports (MTSS) and have curated a diverse set of offerings at each tier including for Social Emotional Support. During the school year, approximately 542 students used Tier 1 supports for SST purposes with fidelity using universal access learning platforms such as IXL, up from 220 students in 2022-23. During the 2023-2024 school year, Heartland had 140 students referred to the Student Study Team (SST) process, a 40% increase from 2022-23. Fifty-six students successfully went through the SST process and were referred for special education assessment; thirty-four qualified, three declined assessment, 1 one was found not eligible, and eighteen are still in process. For 2023-24, 190 students are using Tier 2 supports with fidelity, and 150 students are using Tier 3 supports with fidelity. Our Tier 2 supports include Symphony Math, Night Zookeeper, and Lexia while our Tier 3 supports are 1:1 or small groups with a credentialed teacher.

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 SAVVAS and IXL. 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 2025-2026 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 86% 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. The school's recent mid-cycle visit (Spring 2025) reaffirmed that the school's planned actions are strengthening the school programs and supporting learner needs. Through this process of continuous improvement, 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), Goal 1, Action 8 (Support for Long-Term English Learners: LTELs), and Goal 1, Action 9 (High-Impact One-to-One Tutoring). 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.
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More formal engagement strategies used by Heartland have included a combination of surveys and meetings from which we glean input for the 2025-2026 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 2025-2026 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 2025-2026 LCAP:

September 2024-May 2025 - The English Learner Advisory Committee (ELAC)/District English Learner Advisory Committee (DELAC) 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 gave feedback for the LCAP via an ELAC/DELAC family survey, the schoolwide LCAP surveys, and via the ELAC/DELAC meetings during the school year.

October 2024 - 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 2024- January 2025 - Informal feedback from parents, staff members, and community partners is collected via online feedback, Homeschooling with Heart (formerly called Parent University) sessions, suggestion boxes, and vendor surveys.

February-March 2025 - 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 48.6% of the approximately 3097 families represented at Heartland (1505 parent/guardian/learning coach responses received). Approximately 24.6% of eligible students (grades TK-12) responded to the survey (1429/5798 student responses). About 76.2% of the school staff responded to the staff survey (256/336 responses received). Staff responses included those of administrators, teachers, other certificated support staff, and classified staff.

February-May 2025 - The administrative team, including the Executive Director (Superintendent and Principal), met weekly to address school needs and planning for the 2025-2026 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 2025 - The 2025-2026 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 22, 2025. Heartland administrators reviewed the planned 2025-2026 LCAP goals and actions with SELPA representative on May 30, 2025.

June 2025 - The 2025-2026 LCAP will be reviewed for final approval and adoption at the regularly scheduled board meeting on June 26, 2025, in conjunction with the adoption of the Local Indicators and the Fiscal Year 2026 Budget.

Specific Feedback Influencing LCAP Goals and Actions (specific goals/actions listed in parentheses)

Teachers:
-“I have had several students either not get into Heartland Live or desire a class we don't offer. My families LOVE Heartland Live. I think boosting this program (especially in 8th & 9th grade) would have the biggest impact on our students and families.” (1.1, 1.3)
-“Students have access to outstanding curricula, but parents choose to pick curricula that are easiest to teach, cheap, or manageable around their work schedule. In the past, I found very few parents reviewed the 'I Can Statements' until I asked them to write the standards on their work samples.” (1.2)
-“I think that middle school and high school students could improve their academic success with more social engagement. I'm doing my best to provide clubs and field trips that cater to this age group, but even more opportunities for them would be awesome.” (1.3)
-“I feel that a barrier to the academic success of Heartland students could be a parent having the knowledge/understanding of the grade level expectations for their student(s). The standards "I Can Statements" are clear and discussed, but some families rely too much on others or their curriculum to teach the standards and aren't involved in finding out what they are learning.” (1.2, 1.3)
-"Thinking maps needs to be available to parents and students at the level we are getting trained, parents need this training. Or we need to have targeted Heartschool classes that focus on this for all grade levels TK-8. We should focus on CAASPP preparation in our Heart school classes, or Monday morning times. We could look for a writing diagnostic test to look at pre and post data - as the STAR does not address this, yet it is an area we get tested on as a school. I think it would be helpful if we had a handful of teachers all teaching grade level OG strategies to our TK-5 students regularly in heart school. We need a way to build a stronger reading comprehension foundation." (1.2, 1.3, 1.5, 1.6)
-"I would love to have training specific to CTE, how it benefits our students, and how we can grow this program. Since our school has grown and changed so much in the last five years, it might be time to step back and really look at retraining our basics like work samples, AG-guides, etc." (1.2, 1.4)
-“I would love to know more about how to support ELL special education students and tech tools families can use at home daily to increase homeschool success.” (1.6, 1.8, 2.1)
-"I would love to see more professional development focused on helping our neurodiverse learners, whether they have learning difficulties, behavior challenges, or are gifted." (1.5, 1.7)
-"I think it would be helpful to provide more training opportunities to parents, such as provide them them the opportunity to attend writing training." (2.1, 2.2, 2.3, 2.4)

-"I wish more learning coaches would attend Homeschooling with Heart meetings, so that they can stay informed about what their students are learning and/or the progress they are making in their general education classes - things like how to contact their teachers or request resources." (2.3, 2.4)

Administrators:
-“I've seen how tremendously student have progressed when they participate in a writing-specific Heartschool class. I believe a dedicated ELA course with targeted teaching accompanied by assignments given and feedback provided would increase student achievement and reduce the stress related to the transition to middle school." (1.1, 1.1, 1.3)
-"The greatest barrier that I see is when parent choice is given to freely where students are not being supported or educated well. I would like to see more requirements for families whose students are significantly behind and not doing quality work to support their success." (1.2, 1.5, 1.9, 2.4)
-"Helping families with special education students choose appropriate multisensory curriculum that meets their needs." (1.2, 2.3),
-"I feel concerned about social-emotional health for all teens right now. It feels like I am regularly hearing about how our high schoolers are feeling stressed about their job prospects post-graduation." (1.4, 1.5, 2.1)

Parents:
-"We love Heartland! I would love to see more Heartland Live classes on Monday/Wednesday/Fridays as I know many students who would participate in these classes have enrichment/co-ops on Tuesday/Thursdays." (1.3)
-"I am not sure how to gauge when my student has truly fulfilled an I CAN statement and is ready to move on to the next one. I think it would be helpful if HSTs would know what I CAN statement their students are currently working on in order to determine if students have met the respective I CAN statement and are ready to move on, or if the student should keep engaging with a certain topic." (1.1, 1.2, 1.5, 2.3)
-"My younger students LOVE Heartschool and is has enriched their educations so tremendously. I do feel like there is a gap overall in 3rd-5th grade support. My student is so exited to be able to participate in Heartland Live next year in middle school! I would love to see targeted ELA instruction for elementary school with grading/feedback." (1.2, 1.3)
-"More flexibility and/or guidance in selecting curriculum for high school students and more specific support (curriculum and instruction) for struggling students." (1.1, 1.3, 1.7, 1.8, 1.9, 2.2, 2.3)
-"I need help finding a path for my daughter after high school as college is not where she wants to go. I hope Heartland is able to help with info and guidance for both of us." (1.4, 1.7, 2.1)
-"Finding quality robust standards aligned curriculum can be very difficult. I would love to see more internally created programs to fill the gaps for students." (1.2, 1.3, 2.1, 2.3, 2,4)
-"The biggest help would be to have more opportunities for parents to walk away with more coaching and learning opportunities to learn and apply on our students. (A good example is the Homegrown conference.) We came out of that feeling empowered and ready to teach our children." (2.2, 2.3, 2.4)
-"I’m finding that it’s challenging to figure everything out offered and where exactly to find that information." (2.2, 2.3, 2.4)
-"More help in choosing the right curriculum for my kids first year homeschooler want to make sure my sons are using the correct one." (2.3)
-"Opportunity to collaborate with local students on a group projects. Parents taught how to guide writing for CA standards. Parent support groups. When parents are encouraged, this helps us to be better educators." (2.4)
-"More resources handy for specific learning styles and difficulties like attention issues and those who are more kinesthetic learners. It would be nice to have specific programs or curriculum or even a centralized webpage to go over how to best help these students as a parent." (1.5, 2.1, 2.2, 2.3)

-"Teachers need more training on subject areas. They need to know how to help students in academic areas." (1.1, 2.3)

Other School Personnel (Certificated and Classified):
-"I think we need to offer more Universal Options for students. IXL does not work for hyperactive students or students with learning challenges. It's too boring for them. They need other options, especially for the older kids, like more game-based options that also track progress." (1.2, 2.3)
-"I would like more info on child development from elementary to high school. How are they learning? How are they developing? How are they processing? How can we help parents with this knowledge (this would be super helpful)? Which homeschool curriculum would work best? How can we help parents motivate students according to their developmental stage?" (1.2, 1.4, 2.3, 2.4)
-"More front loading of having student's have an independent workspace with labeled bins to support independence/autonomy with getting out their materials. Training parents to use a document camera. These are just things that come up for me sometimes with parents and families." (2.4)
-"Some students are not getting adequate support from their learning coach/parents, which I feel adversely impacts their progress and academic growth. Providing more parents with training/support, possibly having more standards for parents to meet throughout the year." (2.4)
-"I see a commonality in this setting among parents' lack of instruction of their students at home and students needing intervention support. I would recommend more accountability/transparency between HSTs and families and a more robust method of showing that they are working daily, especially in reading/phonics instruction at home in the primary years." (1.2, 1.5, 2.4)
-"I wish there was some more encouragement and accountability being given to learning coaches before students fall behind and begin the intervention process. This is a the most wonderful school, but some parents may need more guidance and even pressure to provide instruction to their kids." (2.3, 2.4)

Students (TK-12):
-"Offer more Heartschool classes please." (1.3)
-"More Heartschool classes that are later in the day. And/or longer classes that alternate on other days for families in programs." (1.3)
-"I would like a 2nd grade math class for Heartschool." (1.3)
-"Do more fun field trips." (1.3)
-"Better support profoundly gifted academically students (learning much faster than the norm). Figure out how to help me take SATs early in 6/7th grades." (1.7)
-""Make sure that everybody knows what they're being tested on so they know what to study, especially for those who want to go to college and need to make sure that they keep their credits up" (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, 1.9)
-"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. Some parents do not know how the process works.” (1.3, 2.4)

SELPA Representative:
-"Your LCAP is very thorough and I see that actions within it are designed to support all learners, including students with disabilities." (1.4, 1.5, 2.1)

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 most recent WASC self-study, which incorporated the input of all educational partners, 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 (2024/2025)		100% of teachers are appropriately assigned and fully credentialed in the subject area for which they are teaching.	0%
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 (2024-2025)		100% of students have sufficient access to standards-aligned instructional materials.	0%
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		N/A - Non-classroom based; no student facilities	N/A
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 (to date)		Assignment Work Record (AWR) - 100% of grade level standards assigned and graded	0%
1.5	2. B. How the programs and services will enable English learners to access the CCSS and the ELD standards for	Spring 2024 STAR 360 Results for English Learners: At/Above Benchmark in Early Literacy: 76%	Spring 2025 STAR 360 Results for English Learners: At/Above		Spring 2027 STAR 360 Minimum Results for English Learners:	TBD in mid-June

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	purposes of gaining academic content knowledge and English language proficiency (Curriculum and Instruction / Benchmark Data)	At/Above Benchmark in Reading: 36% At/Above Benchmark in Math. 47%	Benchmark in Early Literacy:		At/Above Benchmark in 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	2024 Dashboard ELA All Students: 25.5 points below standard Active Subgroups: African American: 65.0 points below standard English Learners: 52.0 points below standard Hispanic: 35.0 points below standard Socioeconomically Disadvantaged: 40.4 points below standard Students with Disabilities: 87.4 points below standard 2024 Dashboard Math		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	Dashboard ELA All Students: (12) Active Subgroups: African American: (5.5) English Learners: (20.5) Hispanic: (3.5) Socioeconomically Disadvantaged: (8.9) Students with Disabilities: (11.9) Dashboard Math All Students: (19.8) Active Subgroups: African American: (13.8) English Learners: (35.1) Hispanic: (2.9) Socioeconomically Disadvantaged: (9.7)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 85.4 points below standard Socioeconomically Disadvantaged: 79.8 points below standard Students with Disabilities: 130.2 points below standard	All Students: 68.8 points below standard Active Subgroups: African American: 118.2 points below standard English Learners: 100.6 points below standard Hispanic: 83.6 points below standard Socioeconomically Disadvantaged: 85.2 points below standard Students with Disabilities: 134.1 points below standard		All Students: 49.0 points below 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	Students with Disabilities: (6.9)
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)	28.1% (47/167 from 2024 Met UC/CSU Requirements and CTE Pathways Completion Report)		25% of pupils will have successfully completed A-G requirements	+3.1%
1.8	4. C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career	2.5% (4/157 from 2023 Met UC/CSU Requirements and CTE Pathway Completion Report)	0% (0/167 from 2024 Met UC/CSU Requirements and CTE Pathways		10% of pupils who have successfully completed a CTE Pathway	(10%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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-Met UC/CSU Requirements and CTE Pathway Completion Report / CALPADS 3.14 & 3.15)		Completion Report)			
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)	0% (0/167 from 2024 Met UC/CSU Requirements and CTE Pathways Completion Report)		5% of students who have successfully completed BOTH the A-G requirements and a CTE Pathway	(5%)
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	2024 Dashboard ELPI: 41.5% making progress toward English proficiency		2026 Dashboard ELPI: 56% making progress toward English proficiency	(14.5%)
1.11	4. F. EL reclassification rate (DataQuest)	2022-2023 Reclassification Rate: 17.6%	2023-2024 Reclassification Rate: 18% (14/76)		25% Reclassification Rate	(7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	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)	0.0% (0/157 from 2023 College/Career Levels & Measures Report)	0.0% (0/167 from 2024 College/Career Levels & Measures Report)		2026 College/Career Measures Report - 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%)
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)	50.3% (37/167) ELA/Math CAASPP Score of 3 or higher (from 2024 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	+0.3%
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	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 (2024-2025 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)	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	applicable (Local Data-vendor list, SIS)					
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 (2024-2025 vendor list and School Pathways course report) (to date)		100% of these student populations have access to a broad course of study and/or programs (vendor list and School Pathways course report)	0%
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	100% of students with disabilities have access to a broad course of study and/or programs (2024-2025 vendor list and School Pathways course (to date)		100% of students with disabilities have access to a broad course of study and/or programs (vendor list and School Pathways course report)	0%
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 2nd-11th: Renaissance STAR 360: 71.4% of students met or exceeded benchmark in reading and 71.3% of students met or exceeded district	TK-1: Renaissance STAR 360: 80% of students met or exceeded district benchmark in Early Literacy Skills in the Spring of 2025 2nd-11th: Renaissance STAR 360: 81% of students met or exceeded benchmark in		TK-1: Renaissance STAR 360: 85% of students met or exceeded district benchmark in Early Literacy Skills in the Spring of 2027 2nd-11th: Renaissance STAR 360: 85% of students met or exceeded benchmark in	TBD in mid-June 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		benchmark in math in the Spring of 2024. 12th grade: 2023- College/Career Indicator: 35.7% of students Met Prepared (157 students - Dashboard College and Career Indicator)	reading and 72% of students met or exceeded district benchmark in math in the Spring of 2025. 12th grade: 2024- College/Career Indicator: 44.4% of students Met Prepared (167 students - Dashboard College and Career Indicator)		reading and 82% of students met or exceeded district benchmark in math in the Spring of 2027 12th grade: College and Career Measures Report: 45% Prepared (2026 Dashboard CCI)	

Goal Analysis [2024-25]

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.

Heartland administrators worked closely with staff and the financial back office to monitor the implementation of each action and to track the expenditures tied to each action in Goal 1. The actions were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions. Heartland has found the most measured success in the implementation of Goal 1, Action 4 (which was carried over from the previous LCAP) and has seen an increase in college and career preparedness as noted by the 28.1% of graduates in 2024 who successfully completed A-G requirements (47/167 from 2024 Met UC/CSU Requirements and CTE Pathways Completion Report), an increase of 8.4% from the previous year. Another success in the implementation of strategies related to college preparedness (Goal 1.4): the accomplishment of 50.3% of pupils (37/167) achieving an ELA/Math CAASPP Score of 3 or higher (from the 2024 College and Career Measures Report: How Students Met Prepared). One challenge of implementation has been locating professional development specifically related to supporting long-term English learners (LTELs). Heartland did find a good one-day training on this topic, and the two Heartland EL/ELPAC coordinators participated in this training.

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.

Overall, for Goal 1, Heartland spent about what it had planned for each action. Heartland utilized more instructional funding for tutoring services (Goal 1, Action 5) than was budgeted in the LCAP. More instructional funding that was budgeted in the LCAP was also used to augment student learning through services related to a broad course of student (Goal 1, Action 3). In effect, students were well supported through programming to support their learning in core academic courses as well as opportunities for learning in music, art, world languages other than English, etc. For Goal 1, Action 8, the EL/ELPAC Coordinators attended a free professional development workshop put on a county office of education in the Central Valley. The knowledge gained and practices implemented as a result of the training provided increased and improved services to Long-Term English Learners (LTELs), but this was not captured as a financial cost as planned due to the training being offered at no cost to the school.

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

Action 1: Ensure Access to Standards-Aligned Instructional Materials: This action is effective in making progress toward the goal as 100% of our teachers are fully credentialed in the subject area for which they are teaching, 100% of students have access to standards-aligned instructional materials, and 100% of students are monitored regularly on progress toward grade-level standards through our Assignment and Word Records (AWRs). (Metrics 1.1, 1.2, and 1.4)

Action 2: Implement State Standards for Content Mastery: This action is effective in making progress toward the goal as students are regularly monitored on their progress toward meeting grade-level benchmark standards through our Assignment and Word Records (AWRs). In the spring of 2025, 80% of TK-1st students met or exceeded district benchmark in Early Literacy Skills, 81% of 2nd-11th students met or exceeded benchmark in reading, and 72% of 1st-11th students met or exceeded district benchmark in math. Although our distance from standard dropped for all students and focus subgroups on the 2024 CAASPP, this data was collected prior to the implementation of our current LCAP. (Metrics 1.4, 1.6, 1.17)

Action 3: Provide Programs and Services to Support Access and Enrollment in a Broad Course of Study: This action is effective in making progress toward the goal as 100% of students, including students in focus subgroups, have access to a broad course of study through our provided curriculum, universal platforms, and service vendor providers (Metrics 1.14, 1.15, 1.16)

Action 4: Prepare Students for College and Career: This action is effective in making progress toward the goal as we have continue to increase the percentage of pupils who have successfully completed A-G requirements (28.1% in 2024) and 50.3% of high school students scored 3 or higher on their 11th grade ELA/Math CAASPP. In the spring of 2025, 80% of TK-1st students met or exceeded district benchmark in Early Literacy Skills, 81% of 2nd-11th students met or exceeded benchmark in reading, and 72% of 1st-11th students met or exceeded district benchmark in math. No students met the UC/CSU Requirements and CTE completion or passed an AP test in 2024. (Metrics 1.7, 1.8, 1.9, 1.12, 1.13, 1.17)

Action 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: This action is effective in making progress toward the goal as 100% of students have access to Tier 1, grade-level specific supports such as IXL, Reading Eggs, Math Seeds, and Satchel Pulse. We continued to monitor our students using district and statewide benchmarks in order to make data driven decisions on next best steps. Our SST Coordinator and Support Staff ensure students needing Tier 2 and Tier 3 support have access to asynchronous and live intervention in all areas, including reading, mathematics, speech, and social emotional support (Metrics 1.6, 1.17)

Action 6: Support English Learners, including Long-Term English Learners (LTELs), with an increasingly comprehensive approach to support their language acquisition: This action is effective in making progress toward the goal as we have increased our reclassification rate and continue to provide individualized language and grade-level curriculum support in all areas based on student performance on district and state benchmarks. (Metrics 1.5, 1.6, 1.10, 1.11)

Action 7: Increase student achievement via curriculum development practices, teaching strategy implementation, and lesson/unit design, and structured meetings: This action is effective in making progress toward the goal as we utilize benchmark and class passage rate data to individualize curriculum options and high school course guidance for students. From the years 2023 to 2024, our UC/CSU Requirements Met graduate rate increased from 19.% to 28.1% and our 11th grade Met/Exceeded CAASPP rate for both ELA and Math increased from 44.6% to 50.3%. (Metrics: 1.5, 1.6, 1.7, 1.8, 1.9., 1.10, 1.11, 1.12, 1.13, 1.17)

Action 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: This action is effective in making progress toward the goal as our reclassification rate has increased from 17.6% to 18% (2023 to 2024) In the spring of 2025, 80% of TK-1st students met or exceeded district benchmark in Early Literacy Skills, 81% of 2nd-11th students met or exceeded benchmark in reading, and 72% of 1st-11th students met or exceeded district benchmark in math. (Metrics 1.5, 1.6, 1.10, 1.11)

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.

Action 2: Removed a strategy of using Accelerated Reader due to low utilization rate; Replaced this strategy with Heartland Live Curriculum Bundles. (Students will receive standards-aligned curriculum bundles for Heartland Live coursework). Also added Kami as a platform to check for understanding. (LCFF Priorities 2.A., 2.B., 4.A., Metrics: 1.4, 1.6, 1.17)

Action 3: Added 5th grade core class to Heartland Live offerings (LCFF Priority 7.A, 7.B., 7.C., Metrics: 1.14, 1.15, 1.16)

Action 5: Changed strategy for tutoring to be small group tutoring, since new action has been created specifically for high-impact 1:1 tutoring (Goal 1, Action 9) for 2025-2026 (LCFF Priorities 4.A., 8.A., Metrics: 1.6, 1.17)

Action 7: Heartland has been evaluating its MTSS screeners and platforms and intends to utilize one or more new screeners and platforms in the coming year to further promote academic achievement through evidence-based interventions. Heartland will be updating its screeners and platforms to ensure continued alignment with state requirements. (LCFF Priorities 1.B., 2.A., 2.B., 4.A.-4.H., 8.A., Metrics: 1.5, 1.6, 1.7, 1.8, 1.9., 1.10, 1.11, 1.12, 1.13, 1.17).

Action 8: The EL/ELPAC Coordinators attended a free professional development workshop in 2024-2025 aimed at supporting Long-Term English Learners (LTELs). Because this was free, the planned expense did not occur. Heartland plans to keep this strategy for 25/26 and has already identified a conference to support professional development in this area.

Action 9: NEW ACTION for 2025-2026: Provide high dosage and/or high impact 1:1 tutoring to support students' academic needs and close achievement gaps. (LCFF Priorities 4.A., 8.A., Metrics: 1.6, 1.17) (LREBG funding will be used for this action as a whole).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Ensure Access to Standards-Aligned Instructional Materials	1.1 Ensure access to standards-aligned instructional material for all students (LCFF Priorities 1.A., 1.B.) WHAT: This action and the strategies within it will ensure that all students have sufficient access to the standards-aligned instructional materials. 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. OUTCOME/MEASUREMENT: 100% of students have sufficient access to standards-aligned instructional materials. This will be noted on the student's Assignment Work Record. METRICS: 1.1, 1.2, 1.4 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. STRATEGIES/RESOURCES: a) Standards-Aligned Instructional Materials - Teachers will ensure that all students, including English learners, students with disabilities, foster and	$24,064,884.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.2	Implement State Standards for Content Mastery	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.) WHAT: This action and the strategies below will ensure that students are working toward content standard mastery. WHO: Teachers and other instructional support staff will work with one another, as well as with students and parent/learning coaches to guide and monitor each student's learning progress toward content standard mastery. OUTCOME/MEASUREMENT: Renaissance STAR 360 Growth reports indicating at least one grade level of growth for Math and Reading, Improve English Language Arts (ELA) and Math CAASPP scores from previous year(s) using the distance from standard as the measure. METRICS: 1.4, 1.6, 1.17 WHY: As an independent study model, it is important for staff and parents/learning coaches to work collaboratively in the implementation of state standards to assure that students are working toward achieving the standards and to use assessment and data to measure progress and outcomes. STRATEGIES/RESOURCES: a) Professional Development and Collaboration- Instructional staff will meet within their local professional learning communities each month to receive professional development training and to share/discuss best practices and resources for supporting student learning and achievement toward content standard mastery in an independent study model.	$257,258.00	No

Action #	Title	Description	Total Funds	Contributing
		b) Benchmark Assessments - Teachers will administer local interim benchmarks (STAR 360) to students to identify the standards not yet mastered and prepare for state testing in English Language Arts and Math. c) Heartland Live Curriculum Bundles - Students will receive standards-aligned curriculum bundles for Heartland Live coursework. 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. 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 f) Platforms to Check for Understanding - Teachers will utilize online learning engagement tools to check for understanding in learning, such as Kahoot!, Pear Deck, EdPuzzle, and Kami		
1.3	Provide Programs and Services to Support Access and Enrollment in a Broad Course of Study	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.) WHAT: This action and the strategies below will ensure that students have access to a broad course of study. WHO: Teachers work with parents/learning coaches to map out a learning plan each year and check in with regular meetings to arrange for continued access to a broad course of student for each student. OUTCOME/MEASUREMENT: 100% of students will have access to a broad course of study measured by local data (School Pathways-SIS course report, vendor lists, surveys, sign-ups, master agreements, Individualized Grad Plans, vendor data, etc.) METRICS: 1.14, 1.15, 1.16	$13,750,284.75	No

Action #	Title	Description	Total Funds	Contributing
		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. STRATEGIES/RESOURCES: a) Broad Course of Study (Grades 1-6) - Provide all students with access to a broad course of study including opportunities to learn in disciplines such as music, visual and performing arts, health/physical education. b) Broad Course of Study (Grades 7-12) - All secondary students will have the opportunity to participate in Visual and Performing Arts (VAPA), Career Technical Education (CTE), and certain community college courses for middle and high school students for which they are eligible. c) Field Trips - Students may extend their learning with hands-on, real world/experiential learning via field trips to local zoos, museums, botanical gardens, etc. 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. 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. f) Heartland Live - standards-aligned courses for 5th-12th grade students taught by Heartland credentialed teachers to include AG/NCAA aligned core, LOTE (world languages), CTE (Career Technical Education) and VAPA (Visual and Performing Arts) courses.		
1.4	Prepare Students for College and Career	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.) WHAT: This action and the strategies below will ensure that all students are prepared for college and careers upon graduation from high school.	$1,389,876.00	Yes

Action #	Title	Description	Total Funds	Contributing
		WHO: Teachers and certificated staff will learn more about college and career preparedness and will communicate and collaborate with parents and students to increase college and career preparedness. OUTCOME/MEASUREMENT: Increase college and career preparedness as measured by a variety of data reports and indicators, including but not limited to the following: California Dashboard - College and Career Indicator (CCI), Dashboard Additional Reports: College and Career Measures Reports (e.g. How Met Prepared) METRICS: 1.7, 1.8, 1.9, 1.12, 1.13, 1.17 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 students will be equipped for success in post-secondary education and their future careers. STRATEGIES/RESOURCES: a) Targeted Professional Development - Professional development will be provided to administrators, 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). 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. 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. 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,		

Action #	Title	Description	Total Funds	Contributing
		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. 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, 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). 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).		
1.5	Administer Intervention Support / Multi-Tiered System of Supports	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.) 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	$3,662,087.79	Yes

Action #	Title	Description	Total Funds	Contributing
		check-ins including parent/learning coach, student, and staff members to monitor the efficacy and make adjustments based upon individual needs. WHO: Teachers and other certificated staff, including student support service staff participate in the SST process with the parent/learning coach of a student to discuss strengths and challenges of student to move collaboratively in support planning based upon identified needs. Intervention supports are put into place in alignment with the need and intervention support staff provide instruction and guidance as needed (Tier 2 and Tier 3). OUTCOME/MEASUREMENT: CAASPP (state testing) results, STAR 360 Assessment data, and other assessment/progress data METRICS: 1.6, 1.17 WHY: Heartland understands that having these systems and structures in place will meet the needs of all students, as whole persons, including their needs for social, emotional and academic support. In addition, this proposed action and strategies to achieve, are written with equity in mind, such that professional development and support is focused in upon reaching all learners, including unduplicated pupils. STRATEGIES/RESOURCES: 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 b) Small Group Tutoring: support students with group tutoring with qualified vendor support. c) Targeted Professional Development for Teachers - To support students, including students with disabilities, foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and English learners, who are performing below grade level standard in ELA and/or Math on the California Assessment of Student Performance and Progress (CAASPP) or STAR 360, an internal benchmark assessment. d) 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;		

Action #	Title	Description	Total Funds	Contributing
		Intervention Support Teachers provide Tier-2 and Tier-3 support in math, ELA, speech, and social/emotional/behavioral support. 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. 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. g) Whole Child Wellness - behavioral, emotional, and social learning support through an online platform like Satchel Pulse, Everyday Speech, or other tiered intervention guided by an SST team (certificated staff, parent/learning coach, and student)		
1.6	Provide Augmented Support for English Learners (ELs)	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.) 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. 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. 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 METRICS: 1.5, 1.6, 1.10, 1.11	$396,959.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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). STRATEGIES/RESOURCES: a) Targeted Professional Development - Will be provided to help guide and support administrators, counselors, and teachers in addressing academic needs of English Learners and their families including administering the English Language Proficiency Assessment for California (ELPAC), identifying ELs, administering language surveys, and coordinating English Language Development (ELD) instruction. b) EL/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. c) Supplemental Online English Learner Direct Instruction (designated ELD) - Students already have access to curriculum with embedded ELD		

Action #	Title	Description	Total Funds	Contributing
		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. 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. e) EL Toolkit - Heartland will offer a robust EL Toolkit, as a required resource for teacher use, designed to help teachers and parents with strategies to assist students in accessing and mastering content standards. In addition, the toolkit will incorporate a monthly ELD standards checklist to guide parents/learning coaches and teachers in supporting the achievement of these standards. f) Parent Education and Support - Workshops for parents will be offered to support parents/learning coaches in understanding and supporting their child's language acquisition in English and their home language, as well as allowing for sharing of ideas for success. Parents will have opportunities to collaborate, coach, and be mentored by other parents of EL students. g) [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. 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).		

Action #	Title	Description	Total Funds	Contributing
1.7	Focus on Increasing Student Achievement	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.) WHAT: This action and the strategies below focus upon addressing of all students, but especially focusing upon the needs of unduplicated students (EL, Foster Youth, and socioeconomically disadvantaged). WHO: Some certificated instructional staff, including the Director of Curriculum, the Director of Instruction, the Deputy Executive Director, the Coordinator of Family Support, and the Coordinator of Teacher Support, will participate in professional development to address needs and work with parents/learning coaches and students to support student learning. Parents will learn additional teaching strategies and be further supported in the implementation of curriculum. OUTCOME/MEASUREMENT: California Dashboard: English Learner Progress Indicator (ELPI); English Language Proficiency Assessments for California (ELPAC) Scores; CAASPP (California Assessment of Student Performance and Progress)/SBAC Scores (ELA and Math) METRICS: 1.5, 1.6, 1.7, 1.8, 1.9., 1.10, 1.11, 1.12, 1.13, 1.17 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	$1,059,812.70	Yes

Action #	Title	Description	Total Funds	Contributing
		below standard. In Math, the socioeconomically disadvantaged population scored 79.8 points below the standard. 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. 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). STRATEGIES/RESOURCES: a) 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. b) 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. c) 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. d) Early Elementary & Literacy 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 to will be used to assist teachers and learning coaches in supporting early readers (e.g.		

Action #	Title	Description	Total Funds	Contributing
		Amira). Theses screeners will also be utilized to determine if specific intervention support could be beneficial. e) 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. f) 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.		
1.8	Provide Targeted Assistance for Long-Term English Learners (LTELs)	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.) 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. 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. 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	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		METRICS: 1.5, 1.6, 1.10, 1.11 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. STRATEGIES/RESOURCES: a) Targeted Support Consolations: 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. 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.		
1.9	High-Impact One-to-One Tutoring	1.9 Provide high dosage and/or high impact one-to-one tutoring to support students' academic needs and close achievement gaps, especially in math and English language arts. (LCFF Priorities 4.A., 8.A.) Goal 1, Action 9 shall be funded in whole with Learning Recovery Emergency Block Grant (LREBG) funds. Heartland has conducted a needs assessment and based on the Dashboard data for student performance in mathematics and English language arts, it was evidence that all students and all relevant subgroups need additional support in these areas to accelerate academic proficiency and progress by closing learning gaps through the enhancement of evidence-based learning supports, such as	$1,750,000.00	No

Action #	Title	Description	Total Funds	Contributing
		learning recovery programs. The use of LREBG funds for this purpose is aligned with the allowable uses (EC Section 32526(c)(2)(B)(ii): EDC § 32526 (c)(1) The governing board or body of a local educational agency may expend the one-time funds received pursuant to this section to establish learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being. (2) Specifically, funds received under subdivision (b) shall only be expended for any of the following purposes: (B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as: (ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. WHAT: This action and the strategy below will ensure that students can access high impact and/or high dosage tutoring in core subjects, especially in mathematics and English language arts. WHO: Teachers and other certificated staff will work with learning coaches to create a tutoring plan for students who may need additional support. OUTCOME/MEASUREMENT: CAASPP (state testing) results, STAR 360 Assessment data, and other assessment/progress data METRICS: 1.6, 1.17 WHY: Heartland has conducted a needs assessment and based on the Dashboard data for student performance in mathematics and English language arts, it was evidence that all students and all relevant subgroups need additional support in these areas to accelerate academic proficiency and progress by closing learning gaps through the enhancement of evidence-based learning supports, such as learning recovery programs. The use of LREBG funds for this purpose is aligned with the allowable uses (EC Section 32526(c)(2)(B)(ii). STRATEGIES/RESOURCES:		

Action #	Title	Description	Total Funds	Contributing
		a) High Impact One-to-One Tutoring - Equipping students with personalized and strategic support in accessing and mastering content using the support of qualified tutoring vendors for one-to-one tutoring (e.g. Tutor.com)		

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.

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. Utilizing the metrics for each action, which relate to school climate (e.g. attendance, family engagement, and school support), the school will be able to monitor progress toward achievement of this goal.

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	48.6% of families retuned the 2025-26 LCAP planning survey for parents/guardians.		67% of families will return the 2027-28 LCAP planning survey for parents/guardians	(18.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	State Priority 3. B. 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 (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 (ELAC) Meetings and 100% of Parent education workshops advertised via email and via the school website, newsletters/flyers or social media	0%
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		100% attendance log or minutes with parent count kept for each ELAC meeting, PAC meeting, or parent workshop put on by Heartland	0%
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		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	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	State Priority 5. A. Attendance Rate (P2) (Student Information System-SIS Reports)	99.9% - P2 Attendance Rate for 2023-2024	99.9% - P2 Attendance Rate for 2024-2025		99.9% Attendance Rate for 2026-2027	0%
2.6	State Priority 5. B. Chronic Absenteeism Rate (Dashboard, SIS)	2022-2023 - 0.0% Chronic Absenteeism	2023-2024 - 0.0% Chronic Absenteeism		2025-2026 - 0.0% Chronic Absenteeism	0%
2.7	State Priority 5. C. Middle School Dropout Rate (CALPADS/SIS)	2022-2023: 0% middle school drop out rate	2023-2024: 0% middle school drop out rate		2025-2026: 0% middle school drop out rate	0%
2.8	State Priority 5. D. High School Dropout Rate (DataQuest)	2022-2023: Five Year Cohort Outcomes: 4.8%	2023-2024: Five Year Cohort Outcomes: 4.5%		2025-2026: Five Year Cohort Outcomes: 1.5%	(3.0%)
2.9	State Priority 5. E. High School Graduation Rate (Dashboard, DataQuest)	2022-2023 Four Year Adjusted Cohort Graduation Rate 88.5%	2023-2024 Four Year Adjusted Cohort Graduation Rate 92.8%		2025-2026 Four Year Adjusted Cohort Graduation Rate 93.5%	(0.7%)
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)	24.6% of students in grades TK-12 returned the 2025-26 LCAP planning survey for students		50% of students in grades TK-12 returned the 2027-28 LCAP planning survey for students (March 2027)	(25.4%)
2.11	State Priority 6. A. School Climate: A) Suspension Rate (Dashboard)	2022-2023 - 0% suspension rate	2023-2024 - 0% suspension rate		2025-2026 - 0% suspension rate	0%
2.12	State Priority 6. B. Expulsion Rate (DataQuest)	2022-2023 - 0% expulsion rate	2023-2024 - 0% suspension rate		2025-2026 - 0% expulsion rate	0%
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	An average of 97% of respondents to the 2025-26 LCAP planning surveys said they feel that		An average of 97.5% of respondents to the 2027-28 LCAP planning surveys	(0.5%) and (5.9%) respectively

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a safe learning environment for students. 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.	Heartland provides a safe learning environment for students. An average of 86.6% of respondents to the 2025-26 LCAP planning surveys said they feel that Heartland provides opportunities for students to make connections to the school community.		will say they feel that Heartland provides a safe learning 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 have access to a broad course of study and/or programs (vendor list and School Pathways course report) (to date)		100% of these student populations will have access to a broad course of study and/or programs (vendor list and School Pathways course report)	0%
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 have access to a broad course of study or programs (vendor list and School		100% of these student populations will have access to a broad course of study or programs (vendor list and	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pathways course report)		School Pathways course report)	
2.16	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 (vendor list and School Pathways course report)		100% of students with disabilities will have access to a broad course of study or programs (vendor list and School Pathways course report)	0%

Goal Analysis [2024-25]

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.

Heartland administrators worked closely with staff and the financial back office to monitor the implementation of each action and to track the expenditures tied to each action in Goal 2. The actions were fully implemented. There were no substantive differences in planned actions and actual implementation of these actions. Heartland has found the most measured success in the implementation of Goal 2, Actions 1 and 2 (which were carried over from the previous LCAP) and has seen an increase in the graduation rate as noted by the 92.8% of graduates in 2024, an increase of 4.3% from the previous year. Another success in the implementation of strategies related to parent and family engagement (Goal 2.4): an increase from the previous year pertaining to school climate. An average of 97% of respondents to the 2025-26 LCAP planning surveys said they feel that Heartland provides a safe learning environment for students. Additionally, an average of 86.6% of respondents to the 2025-26 LCAP planning surveys said they feel that Heartland provides opportunities for students to make connections to the school community. These percentages are both increased from the previous year. Heartland did not face challenges related to implementation of the planned actions for Goal 2 during the 2024-2025 school year.

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.

Overall, Heartland spent just slightly over the budgeted amount for Goal 2, Heartland did spend about $50,000 more than originally planned on Goal 2, Action 3, relating to communication as more costs were included for communication tools.

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

Action 1: Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation: This action is effective in making progress toward the goal as we have a 99.9% P2 attendance rate, 0% chronic absenteeism, middle-school drop out suspension and expulsion rate, 4.5% high school drop-out rate, and a 92.8% high school graduation rate. Metrics 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12

Action 2: Provide Foster/Homeless/SED Support: This action is effective in making progress toward the goal as we have a 99.9% P2 attendance rate, 0% chronic absenteeism, middle-school drop out suspension and expulsion rate, 4.5% high school drop-out rate, and a 92.8% high school graduation rate. Metrics 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12

Action 3: Implement Communication and Curriculum Support: This action is effective in making progress toward the goal as we have a 48.6% return rate for Parent/Guardian LCAP surveys, and 100% of our ELAC, Parent Education Workshops, and SPED outreach were sent to families via email. In addition, 100% of students in TK-12 have access to a broad course of study, including student subgroups and students with disabilities. Metrics 2.1, 2.2, 2.3, 2.4, 2.14, 2.15, 2.16

Action 4: Coordinate Parent and Family Engagement: This action is effective in making progress toward the goal as we have a 48.6% return rate for Parent/Guardian LCAP surveys, and 100% of our ELAC, Parent Education Workshops, and SPED outreach were sent to families via email. In addition, an average of 97% of respondents to the 2025-26 LCAP survey said that they feel Heartland provides a safe learning environment and 86.6% said they feel Heartland provides opportunities for students to make connections to the school community. Metrics 2.1, 2.2, 2.3, 2.4, 2.13

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.

Heartland continues to reflect upon prior practice and due to the successful outcomes of the actions being taken within Goal 2, Heartland will continue to implement the actions below. There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year.

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.

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.) WHAT: Heartland will work to determine what barriers may exist for unduplicated pupils to graduate within four years.	$333,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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). METRICS: 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12 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. STRATEGIES/RESOURCES: a) Collaboration and Professional Development - School counselors, the high school coordinator, the directors of curriculum and instruction, other leaders, and teachers will be involved in a root cause analysis process to determine needs, in order to remove barriers. Consultants may be used to support this process. b) Systems/Resources - Once the certificated teams have investigated what barriers exist for students, especially unduplicated pupils and students with disabilities, they will work to generate solutions through the provision and creation of resources and processes designed to remove barriers. Consultants may be used to support this process. 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.		

Action #	Title	Description	Total Funds	Contributing
		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 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. 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		
2.2	Provide Foster/Homeless/SED Support	2.2 Provide a foster/homeless youth/socioeconomically disadvantaged (SED) liaison position to address specific needs of foster/homeless youth/SED students including proactive monitoring of socio-emotional needs, access to technology, and basic needs. (LCFF Priorities 5.A.-5.E., 6.A., 6.B.) WHAT: Address immediate and long-term needs for students who are identified as foster youth, homeless and/or from low-income households. WHO: The liaison for foster/homeless/SED students OUTCOME/MEASUREMENT: California Dashboard: Attendance rate, Chronic Absenteeism, Graduation Rate, Suspension Rate; DataQuest-Four-Year Cohort Graduation Rate, High School Dropout Rate, Expulsion Rate; Middle School Dropout Rate METRICS: 2.5, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12 WHY: Foster and homeless youth and students from low-income households may have or are experiencing trauma and/or may have barriers to access that must be addressed in order to allow for a quality education. STRATEGIES/RESOURCES:	$156,375.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a) Foster/Homeless/SED Liaison - The liaison will work with teachers, staff, and families to track needs and assist in meeting those needs using internal (school) and external (community/state/federal) resources. b) Professional Development - The liaison will assist in providing professional development for teachers and staff serving students identified as foster/homeless/SED. The liaison may also assist in bringing outside consultants to provide professional development. c) Communication and Outreach - The liaison will work with family liaisons and other staff to communicate about resources via newsletters, emails, flyers, etc. d) Establishing and Maintaining Protocols - The liaison will work with staff members to establish and maintain consistent protocols for support for students who are identified as foster youth, homeless, and socioeconomically disadvantaged.		
2.3	Implement Communication and Curriculum Support	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.) WHAT: Improve and augment communication and support for families by providing streamlined communication to elicit strong parent participation and assist in providing access to a broad course of study. WHO: Family liaisons, lending library coordinator, and purchasing coordinator with other certificated and classified support 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 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)	$372,554.00	No

Action #	Title	Description	Total Funds	Contributing
		METRICS: 2.1, 2.2, 2.3, 2.4, 2.14, 2.15, 2.16 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. STRATEGIES/RESOURCES: a) Family Liaisons - Support programming and school communications (newsletter, social media, website, etc.); assist with parent education workshops. b) Lending Library Coordinator - Support curriculum education and expertise for teachers and parents; provide curriculum workshops for parents. c) Communication Tools - Use of web support (Beehively), communication/marketing programs (e.g. Canva), Ordering Handbook, Title I, Part A Handbook, intervention resources, and social media. 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.		
2.4	Coordinate Parent and Family Engagement	2.4 Develop and implement school community events, a family engagement policy, and parent education workshops, including workshops to support parents of students with disabilities and parents of English learners. (LCFF Priorities 3.A.-3.C., 6.C.)	$264,839.00	No

Action #	Title	Description	Total Funds	Contributing
		WHAT: Support parent involvement and participation through school events, parent workshops, and school policy. WHO: Title I Parent Engagement Coordinator and other classified and certificated support OUTCOME/MEASUREMENT: LCAP Survey responses and response rate, ELAC meeting minutes and attendance, parent education workshop attendance WHY: Parents are vital to the success of Heartland and education in general. As learning coaches, parents play an important role as drivers of education for their students. It is important to collaborate with and involve parents in the development of a strong and supportive school climate that supports all learners. Through events, parent education, and policy, Heartland aims to equip parents with the resources, information and sense of community needed to assist in helping their students thrive. METRICS: 2.1, 2.2, 2.3, 2.4, 2.13 STRATEGIES/RESOURCES: 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. 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. 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. 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. e) Learning Kits and IXL Challenge Supplies - Thematic learning kits for family learning at home, like science experiments, literature units, and		

Action #	Title	Description	Total Funds	Contributing
		math games. IXL Challenge awards to motivate students to utilize IXL for learning. f) Heartland Conference - Heartland staff will encourage and equip parents with research-based practices and instructional support. 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. 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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,567,711	$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
8.479%	0.000%	$0.00	8.479%

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	**Action:** Prepare Students for College and Career **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	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
	amount of English Learners or foster youth. The overall percentage prepared for Heartland in 2023 was 35.7% which is higher that the low income subgroup. 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. **Scope:** LEA-wide	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.	
1.5	**Action:** Administer Intervention Support / Multi-Tiered System of Supports **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	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,	The following metrics will be used to monitor the effectiveness of this action: 1.6, 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
	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. 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. 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.	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.	

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
	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. **Scope:** LEA-wide		
1.7	**Action:** Focus on Increasing Student Achievement **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,	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.	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

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
	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. 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. 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		

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
	subgroups may fall within the foster youth or low income count for the unduplicated student count. **Scope:** LEA-wide		
2.1	**Action:** Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation **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). 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	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.	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

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
	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. **Scope:** LEA-wide		

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
1.6	**Action:** Provide Augmented Support for English Learners (ELs) **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	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.	The following metrics will be used to monitor the effectiveness of this action: 1.5, 1.6, 1.10, 1.11.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)		
1.8	**Action:** Provide Targeted Assistance for Long-Term English Learners (LTELs) **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. **Scope:** Limited to Unduplicated Student Group(s)	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.	The following metrics will be used to monitor the effectiveness of this action: 1.5, 1.6, 1.10, 1.11.
2.2	**Action:** Provide Foster/Homeless/SED Support **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.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. 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). **Scope:** Limited to Unduplicated Student Group(s)	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.	

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

2025-26 Total Planned 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	$77,455,672	$6,567,711	8.479%	0.000%	8.479%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$44,323,304.24	$2,098,351.00	$0.00	$1,040,375.00	$47,462,030.24	$32,086,595.00	$15,375,435.24

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	$24,064,884.00	$0.00	$24,064,884.00				$24,064,884.00	
1	1.2	Implement State Standards for Content Mastery	All	No			All Schools	ongoing	$0.00	$257,258.00	$257,258.00				$257,258.00	
1	1.3	Provide Programs and Services to Support Access and Enrollment in a Broad Course of Study	All	No			All Schools	ongoing	$3,421,608.00	$10,328,676.75	$12,538,026.75	$281,942.00		$930,316.00	$13,750,284.75	
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	$1,389,876.00	$0.00	$1,324,387.00	$65,489.00			$1,389,876.00	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	$1,185,256.00	$2,476,831.79	$3,662,087.79				$3,662,087.79	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	$391,959.00	$5,000.00	$396,959.00				$396,959.00	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	$837,312.00	$222,500.70	$1,058,892.70	$920.00			$1,059,812.70	0.00%
1	1.8	Provide Targeted Assistance for Long-Term English Learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	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)											
1	**1.9**	High-Impact One-to-One Tutoring	All	No			All Schools		$0.00	$1,750,000.00		$1,750,000.00			$1,750,000.00	
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	$40,600.00	$292,500.00	$333,100.00				$333,100.00	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	$147,375.00	$9,000.00	$148,375.00			$8,000.00	$156,375.00	0.00%
2	**2.3**	Implement Communication and Curriculum Support	All	No			All Schools	ongoing	$367,886.00	$4,668.00	$372,554.00				$372,554.00	
2	**2.4**	Coordinate Parent and Family Engagement	All	No			All Schools	ongoing	$239,839.00	$25,000.00	$162,780.00			$102,059.00	$264,839.00	

2025-26 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
$77,455,672	$6,567,711	8.479%	0.000%	8.479%	$6,927,801.49	0.000%	8.944 %	**Total:**	$6,927,801.49
								LEA-wide Total:	$6,378,467.49
								Limited Total:	$549,334.00
								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	$1,324,387.00	0.00%
1	1.5	Administer Intervention Support / Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,662,087.79	0.00%
1	1.6	Provide Augmented Support for English Learners (ELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$396,959.00	0.00%
1	1.7	Focus on Increasing Student Achievement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,058,892.70	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	$4,000.00	0.00%
2	2.1	Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation	Yes	LEA-wide	Low Income	All Schools	$333,100.00	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	$148,375.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$35,708,524.69	$37,246,534.36

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**	Ensure Access to Standards-Aligned Instructional Materials	No	$19,518,717.00	$19,758,308.25
1	**1.2**	Implement State Standards for Content Mastery	No	$144,247.00	$195,113.20
1	**1.3**	Provide Programs and Services to Support Access and Enrollment in a Broad Course of Study	No	$9,280,092.16	$9,633,371.20
1	**1.4**	Prepare Students for College and Career	Yes	$1,254,873.00	$1,296,807.02
1	**1.5**	Administer Intervention Support / Multi-Tiered System of Supports	Yes	$3,310,720.49	$4,034,032.82
1	**1.6**	Provide Augmented Support for English Learners (ELs)	Yes	$311,890.00	$313,348.29
1	**1.7**	Focus on Increasing Student Achievement	Yes	$953,111.04	$1,013,174.90
1	**1.8**	Provide Targeted Assistance for Long-Term English Learners (LTELs)	Yes	$2,000.00	$0.00
2	**2.1**	Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation	Yes	$304,500.00	$320,201.55
2	**2.2**	Provide Foster/Homeless/SED Support	Yes	$131,864.00	$132,789.19
2	**2.3**	Implement Communication and Curriculum Support	No	$276,393.50	$324,822.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Coordinate Parent and Family Engagement	No	$220,116.50	$224,565.08

2024-25 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)
$5,672,583	$6,056,061.90	$6,718,379.59	($662,317.69)	0.000%	0.033%	0.033%

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	Prepare Students for College and Career	Yes	$1,254,873.00	$1,241,028.58	0.00%	0.00%
1	1.5	Administer Intervention Support / Multi-Tiered System of Supports	Yes	$3,200,720.49	$4,034,032.82	0.00%	0.00%
1	1.6	Provide Augmented Support for English Learners (ELs)	Yes	$311,890.00	$313,348.29	0.00%	0.00%
1	1.7	Focus on Increasing Student Achievement	Yes	$856,364.41	$781,338.16	0.00%	0.00%
1	1.8	Provide Targeted Assistance for Long-Term English Learners (LTELs)	Yes	$2,000.00	$0.00	0.00%	0.033%
2	2.1	Establish and Maintain Systems to Remove Potential Barriers to On-Time Graduation	Yes	$304,500.00	$229,700.70	0.00%	0.00%
2	2.2	Provide Foster/Homeless/SED Support	Yes	$125,714.00	$118,931.04	0.00%	0.00%

2024-25 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)
$65,587,816	$5,672,583		8.649%	$6,718,379.59	0.033%	10.276%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
  - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [*EC* Section 32526(d)](). For information related to the required needs assessment please see the Program Information tab on the [LREBG]()

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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 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).

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