

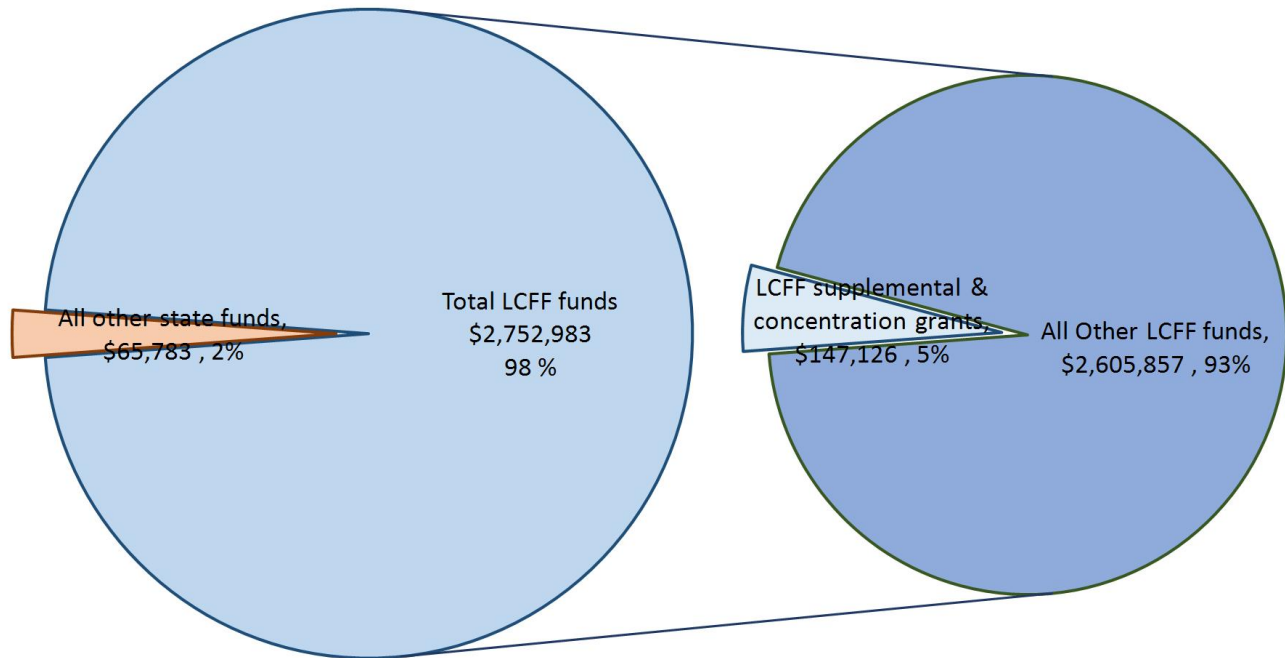
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arete Charter Academy (Pleasant Ridge Union School District)
CDS Code: 29663730136424
School Year: 2023-24
LEA contact information:
Sarah Schwartz
Director of Arete Charter Academy
sschwartz@prsd.us
530-268-2805

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source



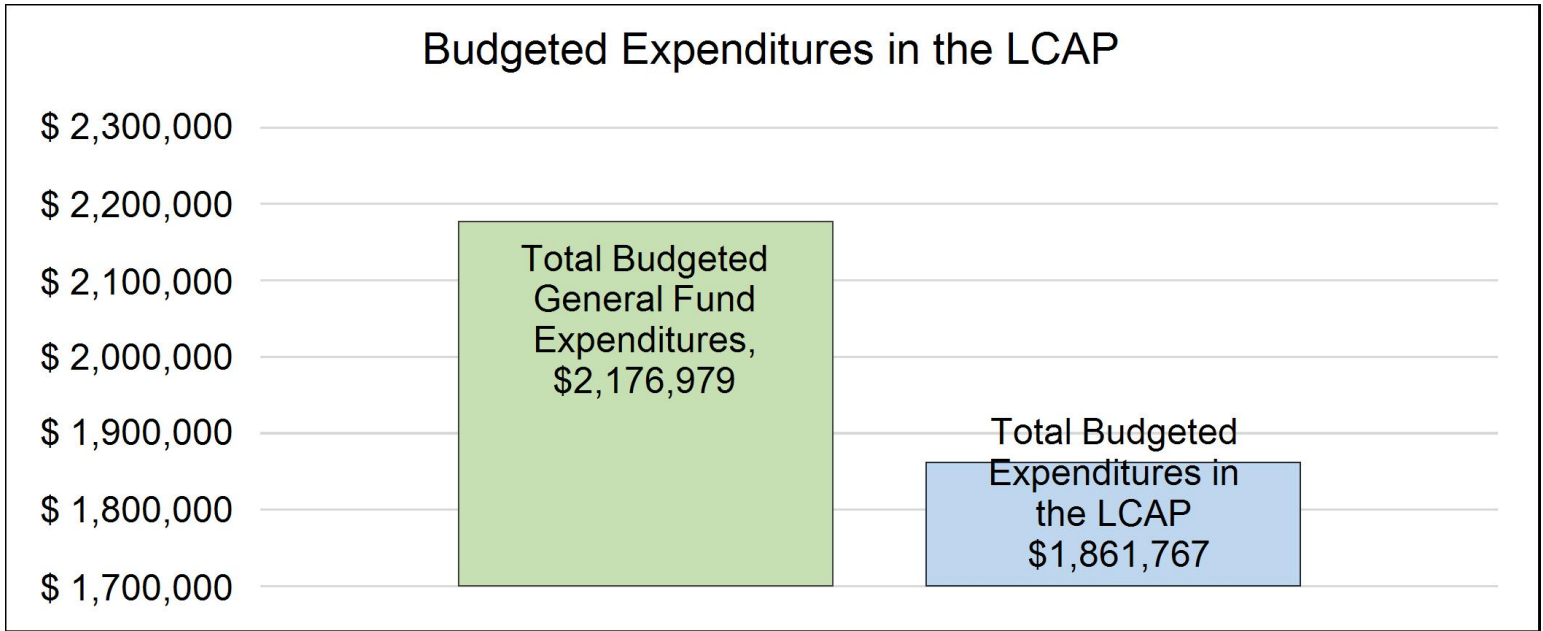
This chart shows the total general purpose revenue Arete Charter Academy (Pleasant Ridge Union School District) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arete Charter Academy (Pleasant Ridge Union School District) is \$2,818,766, of which \$2752983 is Local Control Funding Formula

(LCFF), \$65783 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$2752983 in LCFF Funds, \$147126 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 Arete Charter Academy (Pleasant Ridge Union School District) plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arete Charter Academy (Pleasant Ridge Union School District) plans to spend \$2,176,979 for the 2023-24 school year. Of that amount, \$1,861,767 is tied to actions/services in the LCAP and \$315,212 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Student Education funds at our home study charter are not 100% accounted for in the budget.

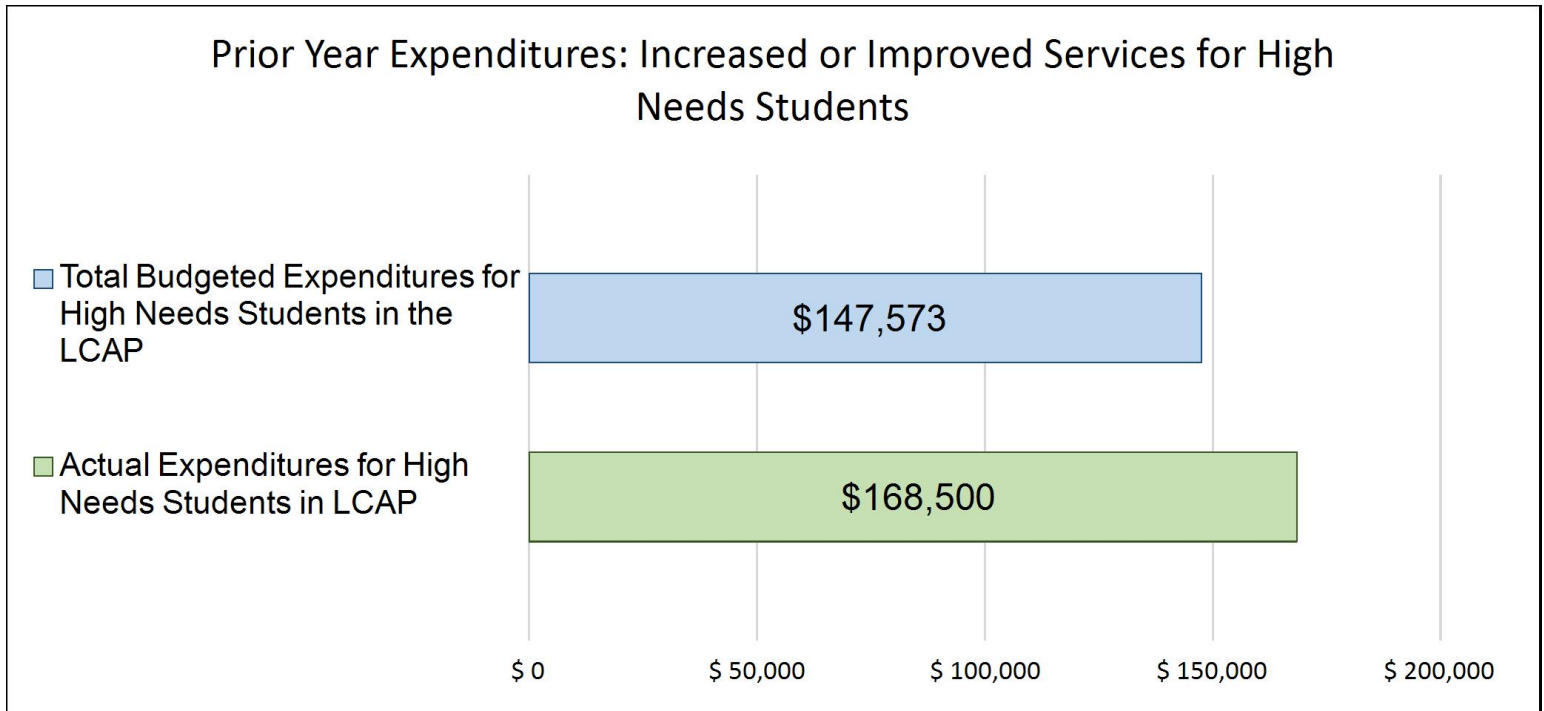
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Arete Charter Academy (Pleasant Ridge Union School District) is projecting it will receive \$147126 based on the enrollment of foster youth, English learner, and low-income students. Arete Charter Academy (Pleasant Ridge Union School District) must describe how it intends to increase or improve services for high needs students in the LCAP. Arete Charter Academy (Pleasant Ridge Union School District) plans to spend \$433,713 towards meeting this requirement, as described in the LCAP.

Please see Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24] page for details.

LCFF Budget Overview for Parents

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



This chart compares what Arete Charter Academy (Pleasant Ridge Union School District) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Arete Charter Academy (Pleasant Ridge Union School District) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Arete Charter Academy (Pleasant Ridge Union School District)'s LCAP budgeted \$147,573 for planned actions to increase or improve services for high needs students. Arete Charter Academy (Pleasant Ridge Union School District) actually spent \$168,500 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$20,927 had the following impact on Arete Charter Academy (Pleasant Ridge Union School District)'s ability to increase or improve services for high needs students:

Arete was better able to implement programs to meet the needs of high needs students through these extra expenditures.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Arete Charter Academy (Pleasant Ridge Union School District)	Sarah Schwartz Director of Arete Charter Academy	Arete Charter Academy, sschwartz@prsd.us 530-268-2805

Plan Summary [2023-24]

General Information

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

The Pleasant Ridge School District is located in the beautiful Sierra Foothills, serving the communities of Auburn, Lake of the Pines, Nevada City, Grass Valley and Alta Sierra. As a TK-8 School District, we provide an outstanding educational experience for our students at two elementary schools, one charter/home school, and one intermediate school. We strive to provide a safe and engaging environment where students develop academic, social, and life skills to become productive citizens in a constantly changing global society.

Arete Charter Academy (Arete) is completing its fifth year upon opening in 2017. The first few years we were located on the Magnolia Intermediate campus in Grass Valley, Ca. In July 2020, Arete moved to the former Pleasant Ridge campus. The campus is undergoing a complete renovation.

Arete is a school that recognizes the value of each child. We strive to inspire students to learn and grow to their full potential by providing a quality education through positive learning experiences. We work in partnership with the home and community to meet the individual needs of the student and to develop the academic and social skills necessary for maximizing lifelong learning potential. Arete offers an enriched digital curriculum and an optional hands-on curriculum to TK-8 students who seek an innovative and personalized online or blended course of study. Being a K-8th grade school district, we will not be addressing any of the high school metrics in this plan.

Arete Charter Academy believes that an educated person in the 21st Century is a confident, life-long learner, who can communicate effectively, think creatively, reason logically, manage resources effectively, and understand and capitalize on their own talents, strengths, and abilities. Arete Charter Academy improves educational opportunities for students and families in both Nevada County and the surrounding counties by providing a school that is:

- Offering a rigorous academic curriculum to all its students.

Committed to maintaining high expectations for both academic and personal performance.

Understanding that instruction needs to be meaningful and developmentally appropriate in order for it to be accessible to students.

Providing a highly supportive school environment.

Recognizing parental involvement as an essential element of a quality educational experience.

Acknowledging that every person is valuable and deserves respect.

Knowing that all students are capable of learning when matched with instruction that meets their needs.

Being a K-8th grade school district, we will not be addressing any of the high school metrics in this plan.

Reflections: Successes

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

Arete used Renaissance STAR Assessments and NWEA Measures of Academic Progress as local assessments during the 2022-2023 school year. These assessments provided teachers the ability to see how students were progressing during 100% homeschool, hybrid, and blended learning models. During the Fall of 2022, we added Dynamic Indicators of Basic Early Literacy Skills Assessments (Dibels) and Phonemic Screener for Intervention (PSI) for all kindergarten through third graders and for fourth and fifth graders who scored below grade level in the STAR AR. We were able to provide two rounds of eight week reading intervention cycles to our most at risk students.

While California Science Test Scores had 29% of students who were meeting or exceeding standards from the 2020-2021 school year to the 2021-2022 school year, Arete's scores showed 35% of students who were meeting or exceeding standards.

Students with disabilities at Arete, showed greater growth than other students in California. While the state's test scores in English went from 15% to 16% of students who were meeting or exceeding standards from 2020-2021 school year to the 2021-2022 school year, Arete's students with disabilities went from 31% of students who were meeting or exceeding standards during the 2020-2021 school year to 36% for the 2021-2022 school year.

Another success was when surveying parents, 95% strongly agree or agree that their child feels safe at school. This is crucial as student safety is forefront in parents minds now. We had to evacuate our school this year due to a fire nearby and parents were very positive about how staff handled and communicated about the evacuation.

Arete targeted absences this year to improve the amount of instruction students were receiving. A success was the chronic absenteeism rate is at the very low rate of 0.65% and the chronic absenteeism rate is even lower at 0.24% for the 2021-2022 school year. Arete achieved this by tracking the number of absences students were assigned each month. If students accumulate two absences, teachers start reaching out to parents every week to check in and see how the student is progressing and to see if the teacher can provide support. We also started implementing absence letters this year and started implementing PRSD attendance and truancy procedures including site and then district level absence meetings. This allowed us to meet with families and the district and find new ways to support students and families.

Another success is that we offer students the Arete Resource Center where they can begin attending whenever in the year that the families feel the students will benefit from academic or social support. This supported students by providing them with several staff members from whom they received support. Because our Resource Center is staffed by Educational Advisors, multiple educators are working with each student who come on campus, allowing an entire team of people to brainstorm and implement the best practices for each child. Smaller class sizes allowed for better observation of students who are struggling and they can receive more immediate assistance.

Arete has been able to apply strategies learned at SEL trainings, that have been beneficial for students. Arete teachers and the director lead PRSD in sending 50% of Arete teachers to join the Nevada County of Superintendent of Schools Partnership Schools program with other middle schools in the county and Community of Practice Equity Series to train us to examine our biases and ensure that we are providing instruction and environments that are creating safe spaces for all Arete students. 100% of Arete teachers were training in Why Try SEL lessons that have now been implemented into class rooms of all ages.

In the Resource Center, we bring local experts in from the community to provide educational and enrichment opportunities to the students to help them engage in the school and feel connected with other students. Arete hosted our third Read-a-Thon that gave an opportunity for all students, both on and off campus, to become engaged with their school and their education. A middle school student planned and organized a craft fair to help fellow students showcase and sell their arts and crafts and to raise funds for science and PE equipment for the school.

Parents also utilized our Parent Resource Center. Some parents were able to provide instruction to their younger or older children while their other children attended the resource center or enrichment classes. This provided many benefits. First, this resource made it more workable for parents to bring their children of varying ages to the Resource Center, as it helped to mitigate some of the financial and/or time commitment of attending. It also gave parents more opportunities for in person interactions with staff and Educational Advisors, which often led to receiving needed resources or support. The Parent Resource Center also lends itself to community building. Families outside their typical cohorts were able to meet, interact, and collaborate. Finally, the Center is stocked with many curriculum and supplemental resources that can be checked out. This helps parents become more knowledgeable about the varying options available, and allows them to try out different methods to see what's most suitable for their child, without requiring a financial commitment.

During the 2021-2022 school year, Arete added a Blended Middle School program where students attend school for 15 hours across three days a week and receive direct instruction in the four core academic courses of English, math, science and social studies. This year we added an intervention piece so that students who were struggling academically could have extra time on campus with credentialed teachers to get more support. We plan to increase that next year with more specific interventions for the Blended Middle School in math and English.

In addition to the consistency of our program in general, we were also successful in providing continuity of instruction. Because parents were permitted to choose any curriculum, as long as it met state standards, many students were able to continue with a familiar program in the midst of a year that still had many changes. All families who desired them, were offered access to Chromebooks and hot spots at both the beginning of and all throughout the year. Education Through Music training gave many strategies for how to interact with students effectively. Distance Learning made Arete teachers more dynamic as instructors and we continue to offer more varied instructional models. Staff attended Math Mindset Training and implemented content with students as well as trained other teachers. Each student benefited from the requirement to have a personalized learning plan in place that is customized to their learning needs, interests and skills, to address a variety of skill domains that maps out their educational plan for the coming month. All of these factors contributed to students having consistency in support even through many pandemic limitations.

Arete works hard to provide varying resources and opportunities to target the individual needs of our families. Arete frequently posts resources that are available on Arete's Edlio and Facebook page. Arete staff develops and maintains relationships with students and family members via in person meetings, Zoom meetings, and phone calls. We provided access to county mental health resources. Arete teachers have all been trained to assist students with Trauma Informed Practices, which has increased teacher awareness of student needs. In addition, we trained teachers in strategies to provide positive support to students. Some of the Arete staff participated in the Nevada County Superintendent of Schools Equity Series. Several teachers attended or implemented Education Through Music training. Music education allows kids to connect with their inner emotions, increases engagement in the social setting, and the playful interaction facilitates bonding between peers and between teachers and students.

PRSD hired an additional school counselor last year and we have a counselor on site two full days. The counselor pushes into classes for Tier One Social Emotional Learning lessons and pulls students for group and individual counseling, which have proven to be beneficial based on parent feedback. She also provides Tier Three one on one counseling as needed. This year we added Tier Two intervention with small groups of students focusing on communication strategies between and amongst students. As we continue through the Covid pandemic, student counseling referrals, by parents and staff have greatly increased.

Arete offers frequent communication via email, phone, or Zoom with parents. Tutoring is available to all pupils and is prioritized for students not engaging in instruction, or in the unduplicated student groups. Some students receive daily check ins, support with scheduling, and the modification of assignments to support increased completion. Immediate feedback on student work, clear communication with parents about goals being worked on during intervention so parents can reinforce said goals, and addressing social and emotional needs are also available. Staff provide strategies to parents for increased engagement and set up reward systems for meeting daily/weekly goals. Arete staff was committed to maintaining close communication with families to monitor and support student growth.

This year Arete began work on the MTSS Pathways grant. The focus of this year was improving literacy skills and Social Emotional Learning (SEL). As part of Tier 1 Core instruction, all students in K-2 classrooms will receive instruction on phonological awareness routines. Students were given DIBELS as a Universal Screener at Beginning, Middle, and End of the year benchmarks. Those who had a Red/At Risk score in one area were given a subsequent diagnostic screener (Phonics Screener for Intervention 3.0 or PSI) to identify a specific area of need. As part of Tier 2 Supplemental Instruction, the resource classroom incorporated specific interventions in phonics using various 95% programs or the option of 1:1 tutoring for students who cannot attend resource groups. The PSI was given after a cycle of intervention to see if students

made growth. The data collected was used to invite parents to attend a Literacy Training night where families were given training in the Science of Reading and received a pouch with activities inside that they could do at home to help support students learning to read. Arete already had successful Tier One and Tier Three sEL programs. This year we focused on training more teachers in “Why Try” and Equity training and bringing Tier 2 Communication small groups with our school counselor for all ages. For next year, we will continue focusing on implementing our literacy and SEL program and introducing math intervention.

Reflections: Identified Need

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

Arete Charter Academy did not meet either goal for English Language Arts and Math for students who were meeting or exceeding standards for CAASSP for the 2021-2022 school year. Our greatest needs according to the Evaluation Rubrics, historical CAASPP Test results and stakeholder input is in the area of Mathematics and English Language Arts for all students. Therefore, Arete will be focusing on increasing Math and English Language Arts CAASP scores as we continue to see a decline in math and English scores on the annual state assessment for all students with the exception of students with disabilities.

Based on a review of local performance indicators, the two areas of need we have identified are improved support for students struggling to make growth in Language Arts and Math on both CAASP scores and local assessments. Upon entry into Arete, the Educational Advisors meet with the student and parents to determine the greatest area the student has been struggling in so as to complete a personalized learning plan for that student, involving a variety of curriculum options, from online to hands-on intervention at the level needed. Also, a plan is created of how often the Student-Parent-Teacher Triad will meet to best support the student's learning from once a week, to twice a month, to once a month as needed. Specific contracts can be created for students who struggle to meet their work completion requirements. Weekly opportunities are provided for students who need additional support to attend the Arete Resource Center.

It is imperative as a school that we monitor, develop, and differentiate instruction for all students. Arete will work to plan, research, and develop strategies that are research-based models, to support learning for all student population groups within PRSD. Arete is beginning to use Universal Design for Learning and the Plan-Do-Study-Act method to further support student learning. An additional focus on professional development district-wide will be Math pedagogy (Jo Boaler). Arete will use strategies through Tier 1 and Tier 2 interventions and core instruction to ensure that all student populations will receive the necessary support for growth in Math and Language Arts. Although we have attempted to research and find software programs to be purchased to assist students at school and at home to give the necessary practice to assist in acquiring skills per grade level, we have struggled to find ones that affect statistically significant change. This year we offered both in person and Zoom phonics tutoring and showed measurable improvement with students who participated for the in person cohort. We had great difficulty getting 100% homeschool families to bring their students on campus or participate through Zoom. Next year we will add in person math tutoring.

PRUSD supports and develops teachers with Universal Design for Learning, Mathematical Mindset, and provides educational leads to coach and develop the staff in the identified areas of need for the 2022-2023 school year. For math, we sent teachers to Mathematical Mindset training and challenged them to teach concepts to the other Resource Center teachers including number talks. This includes hiring a TOSA to support the continued successes in Early Literacy. This year, Arete implemented a reading screener, phonemic assessment and 95% and Heggerty intervention program with eight week cycles of intervention.

To improve home school students' access to being successful at assessments, Arete implemented trimester practice sessions to review test taking strategies, tools within the testing system, and sample problems to familiarize students with common assessment procedures within Accelerated Reader STAR, Northwest Evaluation Association (NWEA), and CAASP practice tests.

An additional focus is integrated support for students and social emotional learning strategies and curriculum so students will have the ability to access core instruction. Arete will have increased staffing to provide mental health supports, tutoring and extra instruction for high need students. We will provide a structured multisensory approach for struggling students. There will be individual plans created and social-emotional and mental health check-ins for students with the highest needs. The professional development will not only be for teachers but for para-educators and instructional assistants when applicable.

One challenge is that many families who had come to Arete during the pandemic returned to their local school of residence. Many of the new students who enrolled at Arete had been part of Private School Affidavit the previous year and struggled to make academic progress without the structured academic support of a school. Many of these students scored far below grade level on initial assessments. We offer interventions and some parents take advantage of them, but not all parents do. Another challenge is the limited time students have on campus which makes it hard to develop regular routines and implement interventions for students who struggle. Finally, while Arete parents choose homeschool with good intentions, many of them have not yet developed the teaching skills necessary to provide effective instruction with steady pacing, especially for students who require academic interventions or varied modalities for accessing curriculum. This can prevent them from addressing all concepts in a subject area, which can ultimately affect their child's performance on local and state assessments. One way this can be addressed is to require academic tutoring, required attendance at the Arete Resource Center, or provide required trimesterly ELA and Math trainings for the parents of students who are consistently struggling to meet grade level standards and/or to show consistent growth throughout the year. Regular professional development and reflection is an imperative part of being an effective teacher, in and outside the home.

LCAP Highlights

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

Based on stakeholder input, Arete Charter Academy will focus on two overall goals in the 2021-2024 LCAP.

1) Students will improve reading and thinking skills and writing proficiency with mastery of mathematical skills and content through strategic academic support, a comprehensive instructional program, access to Common Core State Standards, and instructional best practices. As we

are a TK-8 charter school, we will not be addressing any of the high school related metrics. It is crucial that our students are provided with a rigorous curriculum and that families are held accountable in maintaining the high standards we have of our students.

2) Students, parents, and staff will be actively engaged at Arete in support of a positive school climate and culture. All will feel safe, welcomed, supported, and connected. There will be a coordinated effort through character lessons, social emotional support programs, family engagement, and student activities to make students and families feel engaged and part of the school culture. Students will develop and apply the knowledge, skills, and attitudes to identify, understand, and manage emotions, and feel and show empathy for others. Arete will develop and implement a comprehensive multi-tiered system of support that will assist all members of the learning community with social emotional needs.

TK-8 school districts do not address high school metrics. (Graduation Rate, College & Career Readiness)

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.

Arete Charter Academy has not 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.

Arete Charter Academy has not been identified for CSI.

Monitoring and Evaluating Effectiveness

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

Arete Charter Academy has not been identified for CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Parents are invited to be on the Parent Action Committee which includes representatives from the following: teachers, administrators, students, parents, and community members. The Parent Action Committee meets at least three times per year. We discuss school goals and student progress on indicators described in the LCAP. We also develop ideas for school field trips, enrichment opportunities and school engagement activities. During the Fall of 2022, Winter of 2022, and Spring of 2023 an invitation was sent to all parents inviting them to participate in the Parent Action Committee meeting.

The Parent Networking Group meets monthly to review what is working and what areas need more support for both individual families and the school. They problem solve and share feedback with staff.

In April of 2023, all parents and 4th-8th grade students were asked to participate in a survey to provide input on the development of educational and school climate goals. Additionally, parents and students are interviewed at each 20 day Parent-Student-Teacher Triad meeting to discuss needs and concerns. There were also multiple meetings throughout the year with the Blended Middle School Leadership elective class to gain continuous feedback.

The district developed an Education Advisory Committee in the Fall of 2019. This committee met three times during the 2022-2023 school year. This committee was made up of parents, community members, principals, and teachers to discuss the progress of the students. This committee suggested the school district should have more social-emotional supports, SEL curriculum, district counselor, and offer more enrichment classes for all students.

The district has an administrative meeting that meets on an average of once a week to discuss the needs of the district and suggest the direction of the district. Throughout the school year, the administrative team discusses how we are meeting each of our goals. The feedback from this committee replicates what other committees and the learning community is providing via feedback.

Once developed, the LCAP was reviewed and members of the Arete community had the opportunity to review the progress on the current LCAP, discuss new goals and action items, and give suggestions for future goals and action items. New action items for next year's plan will be submitted to the Board of Trustees at the June 13th Board meeting during the public hearing. June 27th will be the second board meeting for the Trustees to approve the updates and revisions to the 2021-2024 Local Control Accountability Plan.

Once approved by the Board of Trustees, the plan will be submitted to the Nevada County Superintendent of Schools before June 30th and posted on the PRUSD website.

A summary of the feedback provided by specific educational partners.

Student feedback requested a different middle school math program and adding more music, dances, and holiday events. Other students requested more time on campus to both do work and get more support from their teachers. Middle School students wanted to ensure that they were informed of all school events and were invited to participate. Enrichment class requests included robotics, coding, and engineering.

Student feedback (4-8th grades) included an appreciation for being able to have access to so many books in the library without having to pay for them. Other students reported that the new math program that we piloted in the Blended Middle School explained things much better for them. The students report they like the online program for middle school as it has tools built in to the program, has a lot of information, and is structured well where they can see the text while they are answering the questions. They like being able to track their progress online and having a chance to retake failed quizzes. They like the option of working at home so they are not distracted by others or if they were sick, and working at school where they can get more support. They also like that they can have the lessons read to them and the calendar and to do lists that show when each assignment is due and that they have some flexibility to work at their own pace. Some students reported that they did not like having to complete a certain amount of work by the 20 day meetings or that they could not work on their lessons offline. There was a request for a playground for older kids. Every student who completed the survey commented that they feel the teachers are approachable, kind, and helpful. Students also mentioned that when they were upset or bothered by something, they felt better after talking to the school counselor. Several students asked for more days on campus.

Parent feedback included a few requests and many comments appreciating what Arete is already doing. Parents especially appreciate extra events like the Read-a-thon and our K-3 phonics groups. They appreciate the frequent communication and school culture that we have built and the feeling that the staff goes above and beyond. Another parent requested more and longer days for students on campus. Parents would like to see more STEAM learning options and music, art, and theater.

Stakeholder input provided the necessary information and reflections to develop the 2021-2024 LCAP, aims, and goals. The stakeholders had the opportunity to give continuous feedback on how to accomplish our vision in providing a safe and engaging environment where students develop academic, social, and life skills to become productive, responsible citizens in a constantly changing global society. The data that was reviewed were the historical CAASPP metrics, local data (formative, summative), and surveys (parent and student surveys, CHKS). At each of the meetings, the district encouraged all members of the learning community to engage in providing feedback or providing new change ideas to address gaps in learning and the need for an SEL curriculum. The greatest impact to the planning and development process of the LCAP is the effects the pandemic has on teaching and learning. There is an agreement that the impact will be long-lasting. PRUSD also recognizes that the LCAP would need to be updated often as new underlining effects of the pandemic will reveal themselves throughout the school year.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

There were several ways that Parent Input influenced the LCAP. Arete will continue to offer a large variety of curriculum options that meet state standards and try to provide flexibility to parents in the selected curriculum that we can purchase for their children with state funds.

Teachers in the Arete Resource Center will be asked to send trimester or monthly newsletters updating parents on what is happening in the classroom. We will also request that Educational Advisors reach out more often to hybrid students who do not come on campus regularly.

Arete student feedback was incredibly influential in framing the LCAP. Several students said the online curriculum was confusing, lessons were too long or unclear, or there was not enough practical application. This caused Arete staff to pursue and review a new curriculum for implementation. Several students commented that they valued the individual counseling sessions and the social emotional learning lessons that were taught in class. This and similar parent feedback led PRSD to continue with the program that doubles our counseling staff and services for next year.

Due to the many comments expressed in the student survey in 2021 and anecdotal parent and staff input at 20 Day Meetings, in the Fall of 2021, Arete put in place a plan to create a blended middle school program that increased sixth-eighth graders time on campus from six to 15 hours weekly. This was a huge success and addressed multiple needs including students needing more time on campus, longer breaks, increased elective opportunities, more direct instruction, additional opportunities for student collaboration and engagement, and improved hands-on projects. Teachers would be available in an Office Hours class period to provide intervention, use Universal Design for Learning strategies to individualize students' lessons, and explain and clarify curriculum.

Middle school students are invited to participate in all Arete student activities, but a student shared feedback that they were not informed enough about those opportunities, so our School Library and Culture Clerk will ensure that all information is shared with all of the students more explicitly. More students participated in these activities this year than last year. A few students complained about laggy internet or about the internet going down in the middle of lessons causing them to lose their progress, so we are installing additional cabling and internet infrastructure to improve that.

Students asked for more days on campus so we added Mondays if they were struggling academically or socially and emotionally. They asked for more volleyballs and a new net so we upgraded to a professional net and purchased more volleyballs and continued our volleyball team. Other students asked for mirrors in the bathrooms so those are on order and will be installed before the end of the school year. Due to a request for engineering, robotics, and coding, we brought in specialists to teach those enrichment classes and purchased a 3D printer.

To integrate middle schoolers more into the school culture and make them feel more engaged, we continued our leadership and yearbook electives in the Blended Middle School. They planned and sponsored our first middle school dance, a karaoke party, school dress up spirit days and other events. For the entire school we held holiday parties, twenty day meeting parties, many new enrichment classes including robotics and added free breakfast and hot lunch.

Goals and Actions

Goal

Goal #	Description
1	Students will improve reading and thinking skills, and writing proficiency with mastery of mathematical skills and content through strategic academic support, a comprehensive instructional program, access to Common Core State Standards, and instructional best practices. It is crucial that our students are provided with a rigorous curriculum and that families are held accountable in maintaining the high standards we provide for our students.

An explanation of why the LEA has developed this goal.

Many students who come to Arete Charter Academy have previously attended many different schools and have shown gaps in their education. This goal is important to monitor that those gaps are being addressed and provide appropriate and timely interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to standards-aligned instructional materials. (Local Priority 1)	100% of students have access to standards-aligned instructional materials in 2021	100% of students have access to standards-aligned instructional materials in 2022.	100% of students have access to standards-aligned instructional materials in 2023.		100% of students have access to standards-aligned instructional materials.
Fully credentialed and appropriately assigned teachers.(Local Priority 1)	100% of teachers are fully credentialed and appropriately assigned in 2021.	100% of teachers are fully credentialed and appropriately assigned in 2022.	100% of teachers are fully credentialed and appropriately assigned in 2023.		100% of teachers are fully credentialed and appropriately assigned.
Local Assessments: Renaissance STAR Reading. (State Priority 4)	73% score at grade level in the 2020-2021.	75% scored at grade level during the 2021-2022 school year.	63% scored at grade level during the 2022-2023 school year.		76% score at grade level.
Percentage of students meeting/exceeding	ELA – 45% Meet or exceed (Level 3 or above) in 2020.	ELA – 45% Met or exceed (Level 3 or above) in 2021.	ELA – 36% Met or exceed (Level 3 or above) in 2022.		ELA – 47% Meet or exceed (Level 3 or above)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards on CAASPP State Testing. (State Priority 4)	Math – 35% Meet or exceed (Level 3 or above).	Math – 35% Meet or exceed (Level 3 or above).	Math – 25% Meet or exceed (Level 3 or above).		Math – 40% Meet or exceed (Level 3 or above)
EL Reclassification rates. (State Priority 4)	100% of eligible EL students have been reclassified in 2021.	100% of eligible EL students have been reclassified in 2022.	100% of eligible EL students have been reclassified in 2023.		100% of eligible EL students will be reclassified.
Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs. (State Priority 7)	100% of students have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs in 2021.	100% of students have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs in 2022.	100% of students have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs in 2023.		100% of students have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.
English Learner students will make progress towards English proficiency by ELPAC. (State Priority 4)	Establish baseline in 2021.	We currently have no English Learner students.	We currently have no English Learner students.		Increase score of students by 5%.
Local Assessments: Using NWEA assessments measures of academic progress in mathematics. (State Priority 4)	73% of students made Measures of Academic Progress (MAPS) growth targets by five points in their grade level in math in 2021.	63% of students made Measures of Academic Progress (MAPS) growth targets by five points in their grade level in math in 2022.	41% of students made Measures of Academic (MAPS) growth targets by five points in their grade level in math in 2023.		70% of students make Measures of Academic Progress (MAPS) growth targets by five points in their grade level in math.
Implementation of state standards.(Local Priority 2)	100% of students have had access to state standards in 2021.	100% of students have had access to state standards in 2022.	100% of students have had access to state standards in 2023.		100% of students will have access to state standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting/exceeding standards on CAASPP State Testing for California Science Test. (State Priority 4)	Establish baseline of students who met or exceeded standards in 2021.	45% Met or exceeded (Level 3 or above) in 2022.	35% Met or exceeded (Level 3 or above) in 2023.		48% Meet or exceed (Level 3 or above).

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Preparation	<ul style="list-style-type: none"> • Provide fully credentialed and appropriately assigned staff. • New teachers will participate in an induction program through Butte Teacher Induction training to learn necessary best practices. • Provide weekly collaboration time for data analysis designed to improve instructional best practices for Foster Youth, English Learners, and Foster Youth. • Maintain individualized learning programs to meet the needs of students. • Provide Math Professional Development to teachers. • Provide Early Literacy Skills Professional Development to teachers. <p>*By continuing to develop teachers in the strategies of Universal Design for Learning (UDL), teachers will have strategies to provide Tier I Intervention.</p> <p>*Sent two teachers to Math Mindset Training.</p>	\$1,410,000.00	Yes
1.2	Supporting students with disabilities		\$191,067.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Students with disabilities will participate in general education to the maximum extent possible. • Educational needs are driven by IEP goals for each student. • All Instructional Funds may be accessed to provide additional one on one tutoring. <p>*Intensive support and professional development will be provided to teachers who will assist students with disabilities to help students achieve annual goals, objectives, and grade-level standards in Math and English Language Arts.</p>		
1.3	Improving curriculum	<ul style="list-style-type: none"> • Provide CCSS aligned curriculum and materials. • Purchase supplemental online math resources for intervention. • Procure supplemental hands-on science resources to support NGSS implementation. • Maintain technology-based curriculum to meet individual student needs. • Acquire additional hands-on curriculum for students who struggle with technology. • Research and select new curriculum to purchase that has more specific instructions with more hands-on projects and lessons. <p>*Provide a Family Math Game Night and a Family Early Literacy Skills Reading Night to share interactive and hands-on lessons for families to do at home with their children.</p> <p>*Implementing required phonics and tutoring programs for students who are below grade level in reading.</p>	\$65,000.00	Yes
1.4	Additional reinforcement for unduplicated pupils		\$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and those with exceptional needs	<ul style="list-style-type: none"> • Provide a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs. • All Instructional Funds may be accessed to provide additional one on one tutoring. <p>*Provide in person or Zoom reading phonics and phonemic awareness intervention groups. *Pilot in person or Zoom math intervention groups.</p>		
1.5	Supporting middle school students	<p>*Designed, implemented, and improved a middle school blended program so students can be on campus more and have direct instruction from credentialed teachers. *Implemented a new math program. *Implemented Math Mindset concepts to students. *Provided additional math tutoring to students who were struggling with difficult math concepts. *Provided English tutoring to students who are struggling with reading comprehension and basic sentence structure.</p>	\$110,646.00	Yes

Goal Analysis [2022-23]

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

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

Arete implemented more interventions this year than we expected including Dibels, PSI, eight week intervention cycles, heterogeneous phonics groups, test practice, multiple parent trainings, and additional on campus time for middle schoolers. Less parents participated in our math game night and Parent Training for Early Literacy Skills. We added a parent night of preparing and cooking healthy meals together as a family. This was well attended. We also implemented 30 minute heterogeneous phonics groups during the Resource Center.

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.

No material differences.

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

Progress at reaching our goals is taking longer than we anticipated. Students are entering Arete every year more and more behind grade level, making it more challenging to achieve our goals in a short amount of time. Many Arete parents do not see the value of benchmark and state assessments and we are working to bring them on board with the value of progress monitoring students' growth. Even when we offer targeted and free intervention with credentialed teachers, parents will often not respond to the invite or commit to it and never show up. We are operating at about a 25% rate. We will continue to meet with parent groups to determine the best way to increase participation in the interventions both during and after school that we offer.

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

We will continue to provide parent trainings and small group and one to one intervention. As teachers become more comfortable with phonics assessment and instruction, parents and students will gain even more benefits. We are excited to offer targeted intervention to middle school students next year in English and math. We are investigating creating a twice weekly Resource Center Intervention program with one consistent teacher. Students will be invited to attend who are most at risk for not being at grade level in reading and math and will be offered in small groups and one on one.

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

Goals and Actions

Goal

Goal #	Description
2	Students, parents, and staff will be actively engaged at Arete in support of a positive school climate and culture. All members of our community will feel safe, welcomed, supported, and connected. There will be a coordinated effort through character lessons, social emotional support programs, and family engagement and student activities to make students and families feel connected and part of the school culture. Students will develop and apply the knowledge, skills, and attitudes to identify, understand, and manage emotions, and feel and show empathy for others. Arete will develop and implement a comprehensive multi-tiered system of supports that will assist all members of the learning community with Social-Emotional needs.

An explanation of why the LEA has developed this goal.

Arete has students who attend Resource Center hours regularly and attend all field trips and enrichments and also students who attend only once every 20 days. We strive to have a school climate that is welcoming and engaging to all.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participation, including parents of special needs and unduplicated pupils. (Local Priority 3)	100% of student’s parents will be contacted at least one time a week whether in person, by phone, email, or online chat.	100% of student’s parents were contacted at least one time a week whether in person, by phone, email, or online chat.	100% of student’s parents were contacted at least one time a week whether in person, by phone, email, or online chat.		100% of student’s parents will be contacted at least one time a week whether in person, by phone, email, or online chat.
Facilities in "good" repair. Measured by Facility Inspection Tool. (FIT) (Local Priority 1)	Will maintain exemplary maintenance.	Will maintain exemplary maintenance.	Will maintain exemplary maintenance.		Will maintain exemplary maintenance.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel staff at Arete listens to them when they have something to say. (Local Priority 6)	Baseline is 94% in 2021.	93% of students feel staff listen to them when they have something to say. (52/57 students).	81% of students feel staff listen to them when they have something to say. (46/57 students).		Maintain at or above 90% of students reporting they feel staff at Arete listens to them when they have something to say.
Annual Attendance (ADA)(State Priority 5)	Will establish in 2021.	97.1% is baseline for the 2021 school year.	98.98% is the Annual Attendance Rate for the 2022 school year.		Increase 1 percentage point from baseline.
Suspension rate (State Priority 6)	0% of students have been suspended in 2021.	0% of students have been suspended in 2022.	0% of students have been suspended in 2023.		Maintain low suspension rate to <1%.
Expulsion rate (State Priority 6)	0% of students have been expelled in 2021.	0% of students have been expelled in 2022.	0% of students have been expelled in 2023.		Maintain low expulsion rate to <1%.
Middle School drop-out rate (State Priority 5)	0% of students have dropped out in 2021. One student was not invited to participate in the end of the year Promotion Ceremonies.	0% of students have dropped out in 2022. One student was not invited to participate in the end of the year Promotion Ceremonies.	0% of students have dropped out in 2023. One student was not invited to participate in the end of the year Promotion Ceremonies.		Maintain low MS drop-out rate to <1%. 100% of 8th grade students will qualify to participate in the end of the year Promotion Ceremony.
Chronic Absenteeism (State Priority 5)	Will establish in 2021.	The chronic absenteeism rate is 0.65%.	The chronic absenteeism rate is 0.24% for the 2022 school year.		Decrease a percentage point from baseline.
Parent Input in Decision Making (Local Priority 3)	28% of parents completed the Parent Survey in 2021.	44% of parents completed the Parent Survey in 2022.	13% of parents completed the Parent Survey in 2023.		Increase the amount of parents completing the parent surveys by 5%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students feel staff at Arete always want them to do their best. (Local Priority 6)	Baseline is 97% in 2021.	96% of students report they feel staff at Arete always want them to do their best in 2022. (55/57 students).	96% of students report they feel staff at Arete always want them to do their best in 2023. (55/57 students).		Maintain at or above 90% of students reporting they feel staff at Arete always want them to do their best.
Students feel staff at Arete believe they will be a success. (Local Priority 6)	Baseline is 95% in 2021.	96% of students feels staff at Arete believe they will be a success.	90% of students feels staff at Arete believe they will be a success.		Maintain at or above 90% of students reporting they feel staff at Arete always want them to do their best.
My child feels safe at school. (Local Priority 6)	Baseline is 86% strongly agree or agree that their child feels safe at school. 9% say of parents say they don't know and 5% say they disagree.	100% do not worry about their child's safety when they are at school.	95% strongly agree or agree that their child feels safe at school. 5% say of parents say they don't know and 0% say they disagree.		90% of parents will strongly agree or agree that their child feels safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improving communication	<p>*Continue to improve communication with all parents regarding their student's progress and/or school events.</p> <p>*This will be done through Bright Arrow, emails, posting on the school site web sites, Edlio Updates, and individual emails from the Educational Advisors.</p> <p>*Resource Center teachers will send out newsletter updates at least once per trimester.</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Increasing family engagement	<p>*Promote opportunities for parents to engage at Arete through weekly newsletter, parents club meetings, Facebook, and the school website.</p> <p>*Provide opportunities for families to meet together and engage in community activities.</p> <p>*Host six parent nights throughout the year including a Get to Know You Ice Cream Social, Hands-On Math Night, Winter Festival, Hands-On Reading Night, Talent Show and Promotion Ceremony.</p> <p>*Added a Dragon's Craft Fair to allow students to sell their homemade products on campus.</p> <p>*Held a STEAM Expo where all families were invited to bring in projects the students completed at home or at school. The community was encouraged to tour the expo and interview the students about their projects.</p> <p>*Monthly Family Networking Meetings were held for the first half of the year in our newly created Family Resource Center where families meet and discuss what is and is not working for them in home school and how they can improve their children's education.</p> <p>*Love and Logic parenting classes will continue throughout the year.</p>	\$2,574.00	No
2.3	Expanding student engagement	<p>*Increased student engagement by maintaining/increasing the extra curricular or co-curricular enrichments and/or events offered at the school sites.</p> <p>*Continued with two district counselors to double the days the school counselor is on site.</p> <p>*Implemented social emotional learning lessons for all students with Tier 1 instruction.</p> <p>*Provided counseling services to small groups for social skills for Tier 2 Intervention on communication skills.</p> <p>*Supported students with one on one crisis and mental health counseling with Tier 3 support.</p> <p>*Piloted "Why Try" SEL curriculum.</p> <p>*Several teachers trained in in an SEL Equity Series.</p>	\$9,980.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Supporting social and emotional learning	<p>*Classroom instruction will include character education and social emotional learning for students to cope and learn from each member of the learning community.</p> <p>*Students and parents will have access to a school counselor as needed.</p> <p>*School counselor can connect with parents whose children are struggling social emotionally to coordinate mental health services with outside agencies.</p> <p>*Partner with local sheriff's department to provide home visits and mental health referrals for students struggling with attendance and and/or anxiety.</p> <p>*Provide a district BCBA one day a week, students will be provided behavior support strategies to assist with self-regulation and student success. The BCBA will work with staff to address Tier II and Tier III students during small group intervention.</p>	\$2,000.00	Yes
2.5	Increasing parent support	<p>*Continue parent intake procedures to encourage parent engagement.</p> <p>*Provide increased parent conferencing opportunities.</p> <p>*Partner current families with new families to provide additional supports.</p> <p>*Host family nights to help families connect with each other.</p> <p>*Offer celebrations to appreciate parents for their teaching efforts at home.</p> <p>*Implement a selection of parent trainings to help them better teach and support their children.</p>	\$3,500.00	No

Goal Analysis [2022-23]

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

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

Arete implemented these goals as planned with a few tweaks. In late October we were notified that students must have completed immunizations or valid medical waivers to attend most Arete events on campus including the Resource Center and enrichment classes. This

dramatically affected how families are used to interacting with our campus. This was devastating news to families and staff. Arete pivoted by setting up our Arete OC (Off Campus) Adventures Group. We held many parent meetings to determine the best way to support the families whose children were no longer allowed on campus. We added field trips, created monthly park meetups, evening events that were open to the public and more. We also worked with families to help them set up their own co-op opportunities working off campus with other families. Despite how upsetting this news was to families, they reported that they appreciate the extra support and time and effort that we put in to helping them still feel connected to Arete's campus and culture.

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.

No material differences.

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

Arete was successful at meeting this goal in 10 out of 12 metrics. The two metrics we did not meet were not receiving enough parent surveys (families not given enough time or reminders as in the past) and students feeling like an adult on campus listens to them when they have something to say. This year the metric earned 81% instead of the previous years of 93% and 94%. Anecdotally, the students made many, many comments listing staff members who they can talk to when they need a friendly ear. As our middle school has grown, there have been a few more behavioral and social emotional issues that we have had to deal with and that possibly is trickling down to how students responded on the survey. We still score well over 90% in students who feel that adults at Arete want them to do their best and will achieve success. We also improve on both our chronic absenteeism and annual attendance rate.

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

Arete implemented an attendance goal this year that positively affected the quantity and quality of work that students completed. If we were concerned about student attendance, we sent letters to families, teachers reached out to families via phone call, text or email to offer support, we had family meetings with the director to brainstorm ways to better support students and to ensure that families were spending enough time on direct instruction each day in reading and math. If attendance issues continued, we met with the parent, student, teacher, director, assistant superintendent and superintendent to determine any solvable issues to help support students in their attendance. If we still did not see improvement, students were dismissed from Arete and directed to seek out a new school placement. We will continue our attendance practices next year and will add in reading intervention in middle school, math intervention at all levels and continue reading intervention in the primary grades, both during and after school hours.

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

Goals and Actions

Goal

Goal #	Description
3	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
 A description of any substantive differences in planned actions and actual implementation of these actions.

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.

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

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

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
147,126	0

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
5.96%	0.00%	\$0.00	5.96%

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

Required Descriptions

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

Arete currently has no foster youth or English Learner students. We do have 29% low-income students. However, we plan for all student groups so if a student enrolls who is part of one of these groups, we are ready to provide the services they need. A counselor is provided to Arete students to support Foster Youth, English Learners and Low income students as needed. Educational Advisors will contact families this group more often to ensure they get the support they need. For English Learners, we are purchasing specific curriculum and library books to represent many different cultures. For Foster Youth students, they have increased access to the school counselor to support them in dealing with and overcoming sustained trauma. For Low Income students, Arete provides information about food banks and distribution programs and in March 2022 we added the free and reduced breakfast and lunch program. They also may have additional time with the school counselor if they need additional behavioral or social emotional supports.

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

In Goal 1, Action 1, Arete provides weekly collaboration time for data analysis and improving instructional best practices for Foster Youth, English Learners, and Low Income students. For Goal 1, Action 2 and 4, Students with Disabilities, Foster Youth, English Learners, or Low

Income students may may use all of their Instructional Funds towards individual tutoring. In Goal 1, Action 6, one of the major motivations for opening a blended middle school program is to provide additional in-person instruction, and more on campus time so Foster Youth, English Learners, or Low Income students have additional time to receive the appropriate academic or social emotional services that are needed. For Goal 2. Action 3 will also provide more time with the school counselor or additional social emotional learning lessons to increase the engagement of Foster Youth, English Learners, or Low Income students. In Goal 2, Action 6 and 7 will provide for the school counselor to work with parents of Foster Youth, English Learners, or Low Income students who are struggling socially and emotionally to help them cope or to coordinate mental health services with outside agencies.

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.

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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		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,571,333.00	\$99,367.00	\$168,193.00	\$22,874.00	\$1,861,767.00	\$1,088,767.00	\$773,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Teacher Preparation	English Learners Foster Youth Low Income	\$1,410,000.00				\$1,410,000.00
1	1.2	Supporting students with disabilities	Students with Disabilities			\$168,193.00	\$22,874.00	\$191,067.00
1	1.3	Improving curriculum	English Learners Foster Youth Low Income		\$65,000.00			\$65,000.00
1	1.4	Additional reinforcement for unduplicated pupils and those with exceptional needs	English Learners Foster Youth Low Income	\$65,000.00				\$65,000.00
1	1.5	Supporting middle school students	English Learners Foster Youth Low Income	\$91,759.00	\$18,887.00			\$110,646.00
2	2.1	Improving communication	All		\$2,000.00			\$2,000.00
2	2.2	Increasing family engagement	All	\$2,574.00				\$2,574.00
2	2.3	Expanding student engagement	All Students with Disabilities		\$9,980.00			\$9,980.00
2	2.4	Supporting social and emotional learning	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
2	2.5	Increasing parent support	All Students with Disabilities		\$3,500.00			\$3,500.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,467,868	147,126	5.96%	0.00%	5.96%	\$1,568,759.00	0.00%	63.57 %	Total:	\$1,568,759.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$156,759.00
								Schoolwide Total:	\$1,412,000.00

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	1.1	Teacher Preparation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,410,000.00	
1	1.3	Improving curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Additional reinforcement for unduplicated pupils and those with exceptional needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$65,000.00	
1	1.5	Supporting middle school students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$91,759.00	
2	2.4	Supporting social and emotional learning	Yes	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,592,350.06	\$1,609,400.00

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	Teacher Preparation	Yes	\$1,180,516.87	\$1,190,000
1	1.2	Supporting students with disabilities	No	\$172,523.23	\$175,000
1	1.3	Improving curriculum	Yes	\$60,316.00	\$62,000
1	1.4	Additional reinforcement for unduplicated pupils and those with exceptional needs	Yes	\$60,316.00	\$62,000
1	1.5	Supporting middle school students	Yes	\$103,409.03	\$105,000
2	2.1	Improving communication	No	\$1,800.00	\$1,900.00
2	2.2	Increasing family engagement	No	\$0.00	0
2	2.3	Expanding student engagement	No	\$8,968.93	\$9,000
2	2.4	Supporting social and emotional learning	Yes	\$1,500.00	\$1,500
2	2.5	Increasing parent support	No	\$3,000.00	\$3,000

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)

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
126,568	\$1,328,089.87	\$1,358,500.00	(\$30,410.13)	5.50%	5.50%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Preparation	Yes	\$1,180,516.87	\$1,190,000	1.75	1.75
1	1.3	Improving curriculum	Yes				
1	1.4	Additional reinforcement for unduplicated pupils and those with exceptional needs	Yes	\$60,316.00	\$62,000	1.25	1.25
1	1.5	Supporting middle school students	Yes	\$85,757.00	\$105,000	1.25	1.25
2	2.4	Supporting social and emotional learning	Yes	\$1,500.00	\$1,500.00	1.25	1.25

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,819,169	126,568	0	6.96%	\$1,358,500.00	5.50%	80.18%	\$0.00	0.00%

Instructions

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[Engaging Educational Partners](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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