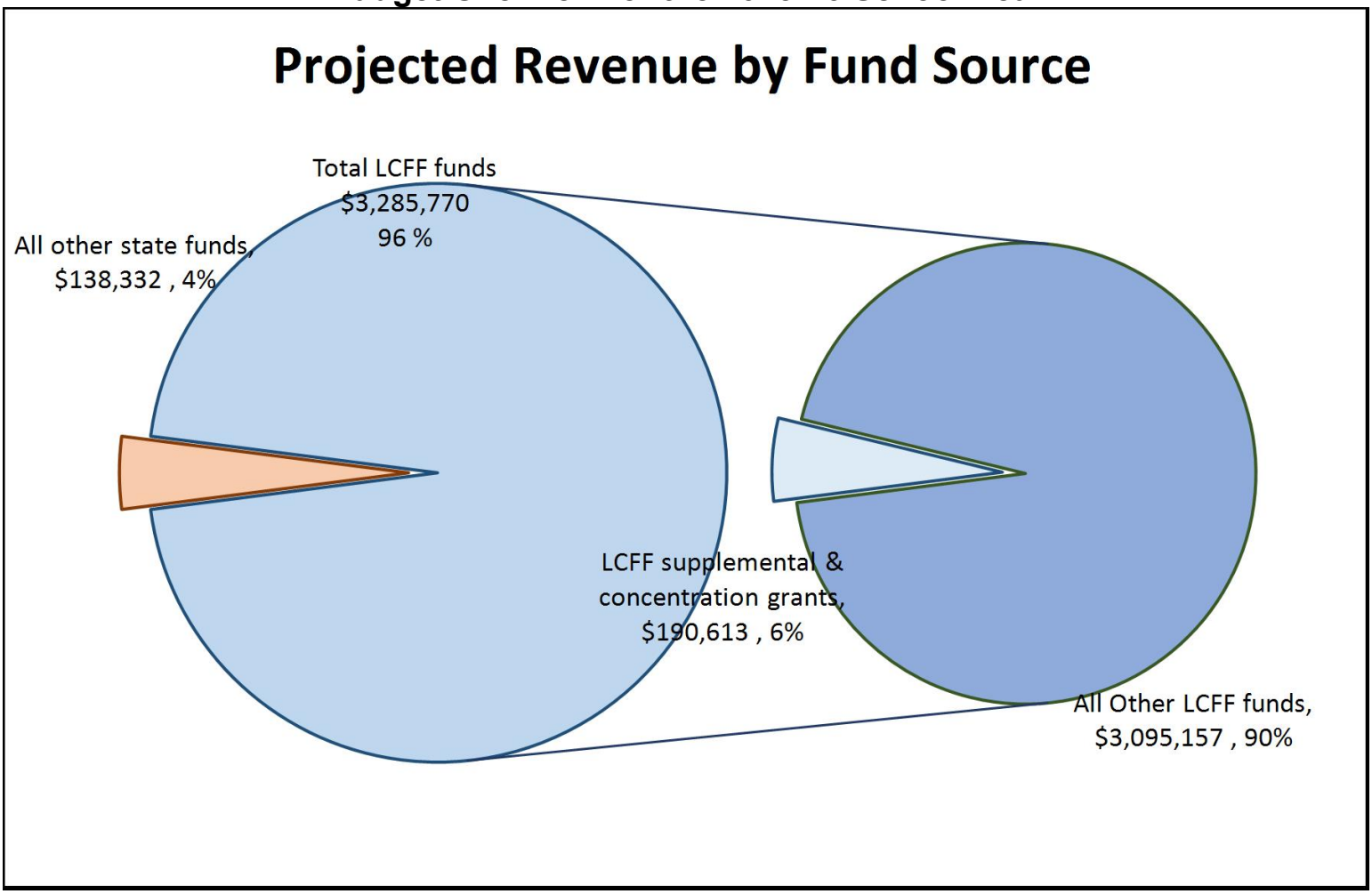
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Arete Charter Academy (Pleasant Ridge Union School District)
CDS Code: 29663730136424
School Year: 2025-26
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 2025-26 School Year

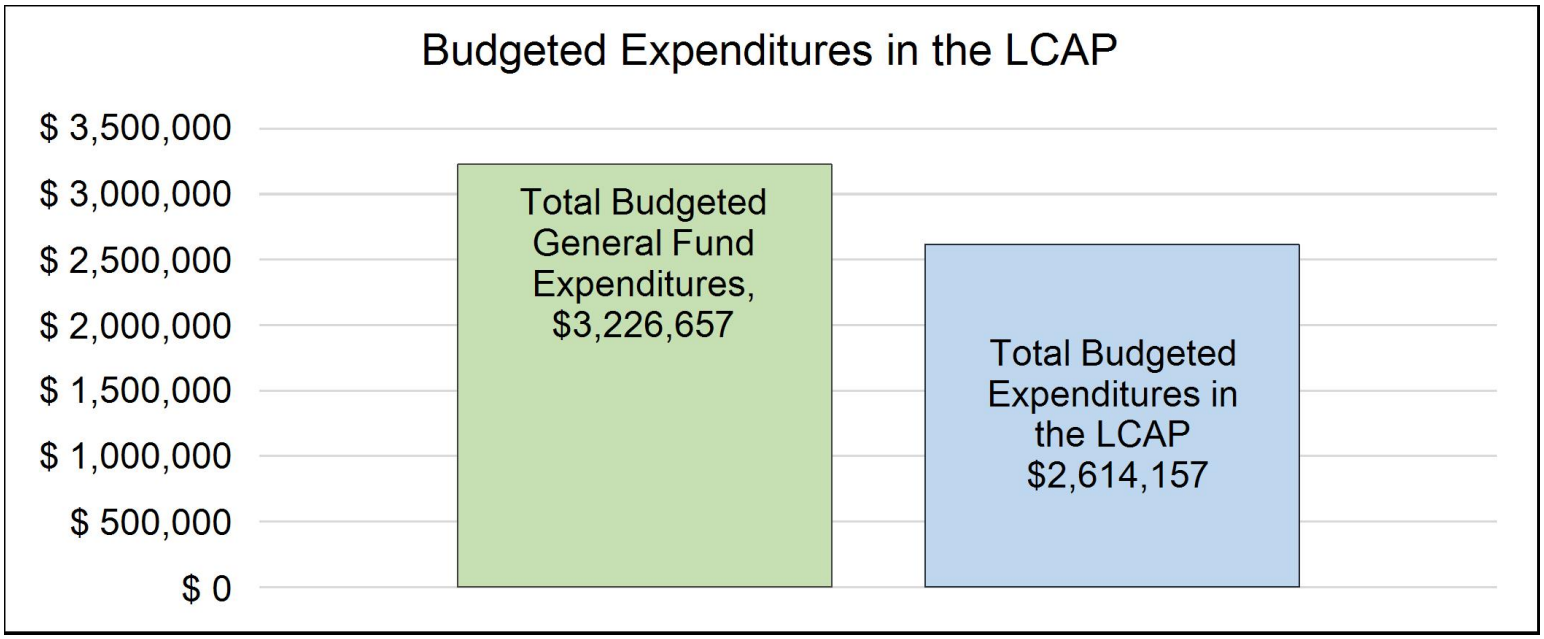


This chart shows the total general purpose revenue Arete Charter Academy (Pleasant Ridge Union School District) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Arete Charter Academy (Pleasant Ridge Union School District) is $3,424,102, of which $3,285,770 is Local Control Funding Formula (LCFF), $138,332 is other state funds, $0 is local funds, and $0 is federal funds. Of the $3,285,770 in LCFF Funds, $190,613 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Arete Charter Academy (Pleasant Ridge Union School District) plans to spend $3,226,656.72 for the 2025-26 school year. Of that amount, $2,614,156.72 is tied to actions/services in the LCAP and $612,500 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General school administration (secretaries, custodial support, maintenance support) as well as individual choices for families on how they spend their education stipends.

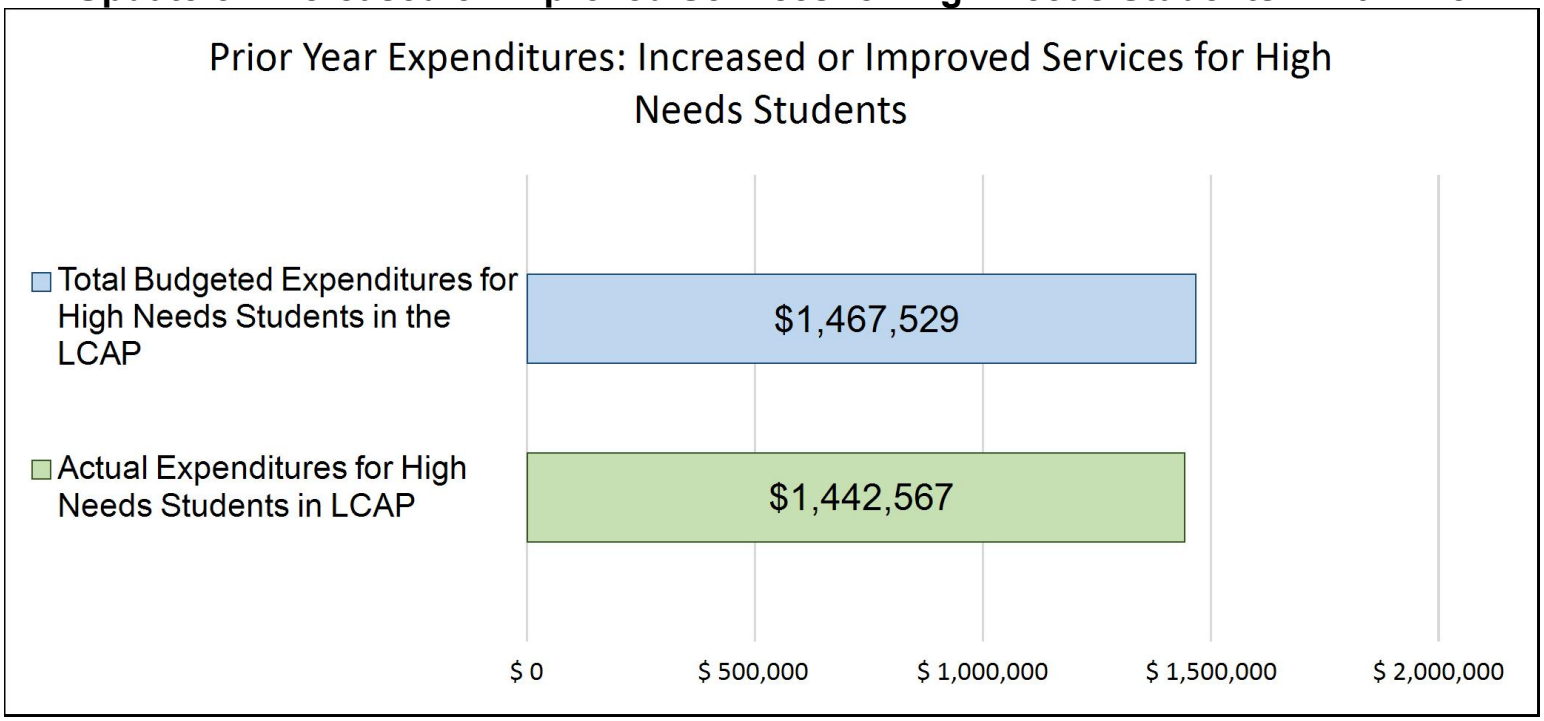
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Arete Charter Academy (Pleasant Ridge Union School District) is projecting it will receive $190,613 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 $$304,938.71 towards meeting this requirement, as described in the LCAP.

Counseling, tutoring, resource centers

LCFF Budget Overview for Parents

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



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 2024-25, Arete Charter Academy (Pleasant Ridge Union School District)'s LCAP budgeted $1,467,529.05 for planned actions to increase or improve services for high needs students. Arete Charter Academy (Pleasant Ridge Union School District) actually spent $1,442,567.10 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $24,871.86 had the following impact on Arete Charter Academy (Pleasant Ridge Union School District)’s ability to increase or improve services for high needs students:

None. We had a sharp decrease in enrollment that caused that number to decrease. Less students = less spending.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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 [2025-26]

General Information

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

The Pleasant Ridge Elementary School District (PRSD) is located in the beautiful Sierra Foothills, serving the communities of Auburn, Lake of the Pines, Alta Sierra, and Grass Valley. Pleasant Ridge Elementary School District was formed by consolidating three original schools; Wolf School, Forest Springs School, and Lime Kiln School, in 1959. Since then, Pleasant Ridge has continued to meet the needs of the growing south Nevada county area by opening three newer schools. The three schools that were added to encompass Pleasant Ridge Union School District are Alta Sierra Elementary, Cottage Hill Elementary, and Magnolia Intermediate School. In 2010, the Trustees voted to close Pleasant Ridge Elementary School due to declining enrollment. A few years later, Pleasant Ridge School District saw the need to open the newest school in the fall of 2017 as a dependent charter school to address the growing interest in home-based schooling. Arete Charter Academy (Arete) is completing its eighth year. 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. In the fall of 2024, the PRSD Board of Trustees unanimously approved to add a material revision to our charter to add 9th-12th grades to our charter. We will be opening a high school in August of 2025. In the spring of 2025, Arete Charter Academy was granted a renewal to our petition through June 30, 2030.

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-12 students who seek an innovative and personalized online or blended course of study.

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.

As a TK-12 grade school district, the staff provides an outstanding educational experience for students through three different models of education: on-site, blended, and homeschooling. The District's use of technology in instruction is a model throughout California. There are also firm commitments to ongoing professional development, character education, robust elective programs, and identification of educational practices that support student learning, growth, and social-emotional development. PRSD continues to remain progressive, continually seeking ways to improve teaching and learning with each member of the learning community for the success of each student.

PRSD strives 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. PRSD's mission is to encourage, engage, and educate students daily. PRUSD is proud of our students, faculty, and programs, which have been recognized throughout the state, nationally, and internationally. None of our schools qualify for Equity Multiplier funding.

Reflections: Annual Performance

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

Arete met the standard as reported on the California Dashboard in Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study, and Implementation of Academic Standards of Study. Arete students who met or exceeded standards increased by 7% in English Language Arts in CAASPP and for Local assessments in Star Accelerated Reader, 71% of students scored at their grade level, up 7% from last year. In math, for CAASPP, Arete students scored 31% who met or exceeded standards which was an increase of 8%. For Local assessments in NWEA Math, 51% of students who were with us from March 2024-March 2025, made growth targets by five points, up from 50% last year. Our chronically absent students decreased by 4.2%. Our suspension rate increased to 0004%. Our percentage of students who are socioeconomically disadvantaged increased by 0.7%. We had a 6% decrease in parents who completed the parent survey. Our annual attendance rate increased by 0.12%. We had an increase of six family engagement events, a decrease of six Social Emotional Learning lessons, and an increase of 268 art or musics lessons.

Arete's 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 CAASPP scores as we continue to see a decline in math and English scores on the annual state assessment for students.

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 CAASPP scores and local assessments and continuing to grow our school climate with students and families.

Reflections: Technical Assistance

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

Arete is not part of technical assistance.

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 does not qualify for comprehensive support and improvement.

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 does not qualify for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Arete does not qualify for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers meet with each other and the director each morning. Teachers were surveyed to provide feedback to achieve the school's vision. Two teachers met with the District Advisor Committee in the Spring of 2025 to review progress made towards goals, and areas of successes and improvements needed.
Director	The director of Arete wrote this LCAP. The director of Arete met with the District Advisor Committee in the Spring of 2025 to review progress made towards goals, and areas of successes and improvements needed.
Administrators	The district administration meets on average once a week with the superintendent and all school administrators 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 Superintendent and Assistant Superintendent of PRSD met with the District Advisor Committee in the Spring of 2025 to review progress made towards goals, and areas of successes and improvements needed.
Other School Personnel	The director meets weekly with classified staff. Staff were surveyed to provide feedback to achieve the school's vision. One secretary at Arete met with the District Advisor Committee in the Spring of 2025 to review progress made towards goals, and areas of successes and improvements needed.
Parents	Parents completed several surveys throughout the year and are interviewed during each 20 day meeting period.

Educational Partner(s)	Process for Engagement
	Three parents met with the District Advisor Committee in the Spring of 2025 to review progress made towards goals, and areas of successes and improvements needed. During the Fall of 2024, Winter of 2025, and Spring of 2025 an invitation was sent to all parents inviting them to participate in the Parent Action Committee meeting.The Parent Action Committee met in October 2024, January 2025, and May 2025 to review the School Site Safety Plan and the LCAP. We discuss school goals and student progress on indicators described in the LCAP. We review how the MTSS Plans are progressing and brainstorm ideas of reaching out to engage more off campus families. We also develop ideas for school field trips, enrichment opportunities and school engagement activities. 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.
Students	Students completed three surveys throughout the year and are interviewed during each 20 day meeting period. The middle school leadership class meets with the director regularly.
School Board of Trustees	The school board meets at least monthly to review district goals and policies. This year the school board met twice to discuss goals for the district. New action items for next year's plan will be submitted to the Board of Trustees at the June 10th Board meeting during the public hearing. June 17th will be the second board meeting for the Trustees to approve the updates and revisions to the 2025-2026 Local Control Accountability Plan.
Education Advisory Committee	The committee met in person with members of the community in Spring of 2025, including teachers, classified staff, administration, parents and students to discuss how to plan for the next three years using LCFF and one-time funding sources.

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

Stakeholders at Arete are teachers, parents, students, the school administrator and classified staff to ensure a diverse range of perspectives. We provide outreach to the community through a weekly school newsletter, website updates, and social media, to inform stakeholders about the upcoming LCAP development process.

We conduct information sessions during parent-teacher meetings to explain the importance of the LCAP and encourage participation. Each family meets with their Arete Educational Advisor every 20 days. EA's frequently check in with their families to gain insight on how to better support their children both academically and social emotionally. They review assessment scores and make plans to improve supports if needed.

We have formed a Parent Action Committee who also act as our LCAP Advisory Committees: The LCAP Advisory meets three times a year in October 2024, January 2025 and May 2025 to review goals and priorities. We established regular meetings to provide updates on the implementation of the LCAP and gather ongoing feedback. We encourage educational partners to actively participate in annual reviews and adjustments to the LCAP based on changing needs or emerging challenges. We also share relevant data, such as standardized test scores, attendance rates, and demographic information, to help educational partners understand current challenges and opportunities.

During our meetings with the District Stakeholders we shared the goals of the LCAP along with our student data and proposed actions. Our partners provided the following feedback:

Students at Arete...
*when asked how they feel about attending school at Arete, they replied...
-they are happy at Arete
-they would be very unhappy at any other school
-they like going to school at Arete
-100% say everyone gets help when they ask for it from their teachers, their teachers listen to them
-100% say the office staff is helpful and kind
-97% say the principal is helpful and kind
-100% say their school wants them to succeed
-87% say they improved their reading skills
-85% say they improved their math skills
-98% say they improved their writing skills

This year we met with fifth-eighth graders to see what they would change to improve Arete.

*Students requested
-mechanics and Zombie Apocalypse classes
-more PE equipment and soccer nets
-swings that are not rusty that do not ruin their clothes
-swings that are raised so their legs do not drag
-real bases on the baseball field
-not have physical education as a mandatory elective
-would like to not have "Why Try" SEL electives

Parents at Arete...
*when asked how they feel about Arete, they replied...

-there is more quality and quantity of writing and note taking skills this yeat in the Blended Middle School
-Academic Enrichment classes are highly effective.
-Reading and phonics groups in the Resource Center are improving reading skills.
-Phonics curriculum and intervention tutoring are improving reading skills.
-Consistency with lessons at home are working.
-Parents buying in and knowing the value of consistency could improve.
-Receiving simplified state standards could improve by highlighting most important skills that should be taught each grade level.
-Teaching math skills could be improved by adding game based lessons combined with parent trainings.
-Teaching mental math is improving math skills
-would be helpful if hands-on math kids with standards covered were displayed in the front office each month for parent check out.
-Campus is beautiful and well maintained.
-Requested writing intervention during the Blended Middle School day.
-Drop off area in front of the school could be improved with better signs (especially slow signs).
-Middle school students could wear crossing guard vets and display "slow" signs.
-Middle school students enjoy connecting with each other in the library before school starts.
-They appreciate the Director's desk being in the middle of the school in the library where all can have easy access to her,
-Students are very well behaved reflected by emails from field trips they have attended.
-Students are better behaved than in local enrichment centers.
-Would like to see before school supervision improved on the playground.
-More variety in after school enrichment classes, including physical education and painting classes.
-Would like to revisit standards at the yearly enrollment meeting and 20 day meetings throughout the year.
-Strongly agree that their child is enthusiastic about attending school.
-92% believe their child' teacher is approachable.
-94% said the school fosters a positive attitude about learning.
-80% believe the district provides adequate input and support for diverse learning needs.
-Parents of high achieving students are asking for small group engagement with high level instruction that is interactive and focused on critical thinking. In addition, they would like quality output with a visual, hands on project, research paper, or presentation.

Staff at Arete...
*when asked how they feel about Arete, they replied...
-District has provided opportunities to grow.
-Students do not always know what standards are expected at each grade level.
-We are effective at analyzing and monitoring student progress.
-Feel safe at work.
-Student expectations are posted and followed.
-Parents are highly involved.
-"Arete has a balance of family involvement with a professional expectation for each teaching staff, parent, and student to do their part in the task of educating."

-"Arete has a large campus. I appreciate that we have an on site technician that is working daily to keep our grounds safe and clear of hazards."

During a WASC visit it was reported that...
"This is a school for their kids to make them excited about learning and coming to school."
"On top of everything Arete does, if we bring new ideas up to the school, they bring it to fruition."
"There is no area on improvement needed because when we need something, we tell them, and they make it happen."
"We have a very unique and successful blended program."

This feedback influenced the development of more specific actions related to students far below grade level. A couple of the highlights of the feedback that we implemented were:
*Purchased and shortened swings
*Purchased soccer nets, jump ropes, balls, bases for baseball
*Purchased safety vests and slow signs for the middle schoolers to wear during morning drop off
*Purchased driving safety signs to be installed in the parking lot
*Created a survival skills elective class for the middle school covering foraging, fire and shelter building and other survival skill activities
*Recruited middle school students who were interested to teach "Why Try" lessons to the TK-3rd grade students
*Created a very succinct list of most needed skills per grade level.
*Are creating hands-on math manipulative kits that are showcased in the front office for check out during 20 day meetings.
*Designed two small group courses for high achieving students to focus on STEM project based curriculum.
*Restructured the Blended Middle School day to incorporate reading, writing, and math intervention during the school day.

The school board requested academic goals in reading and math as well as parent engagement and school communication. Those are reflected in the actions for each goal.

We collaboratively revised the LCAP based on the feedback received, addressing concerns and incorporating valuable suggestions, ensuring that the finalized plan reflects a consensus among educational partners.

For approval and adoption, we present the finalized LCAP to the school board for approval, with committee members attending meetings to express their support. We will then share the adopted plan with the broader community through school websites, newsletters, and community meetings.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Arete is committed to improving students' core academic skills in reading, math, and writing, ensuring they are prepared for success appropriate to their grade level. This goal will be realized by: weaving literacy, writing, and comprehension throughout all subjects and activities; enhancing mathematical proficiency and application by addressing learning gaps, improving instructional quality, and promoting a mathematical mindset.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Every class is led by highly skilled, credentialed teachers capable of teaching and enhancing literacy across all subject areas. Students will be equipped for literacy at their grade level through initial direct instruction that covers phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing skills, crucial for effective grade-level communication. Those requiring additional assistance to meet grade-level standards will benefit from intensive tier two and tier three instructional support aimed at fostering grade-level advancement and development. The achievement of this goal will be evaluated through teacher assignments, local and state assessments, as well as progress in intensive instructional objectives.

This is a broad goal designed to address the discrepancy of performance between student groups. It is intended to improve outcomes for all student groups while providing the necessary supports for high needs students, based on California School Dashboard and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers in the LEA are appropriately assigned and fully credentialed in	For the 2021-2022 school year,	For the 2022-2023 school year,		100% of teachers are	We have increased Total Teaching FTE by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the subject area and for the students they are teaching. (Priority 1).	Total Teaching FTE: 8.6 Clear: 21.7% Out of Field 75.8% Intern 0 Ineffective 0 Incomplete 0 Unknown: 2.7%	Total Teaching FTE: 10.1 Clear: 23.3% Out of Field 76.5% Intern 0 Ineffective 0 Incomplete 0 Unknown: 0.0%		fully credentialed and 0% are ineffective in the 2027-2028 school year.	1.5, Clear by 1.6, Out of Field by 0.7% and Unknown has decreased by 2.7%.
1.2	Every student in the school has sufficient access to the standards-aligned instructional materials (Priority 1).	100% of students have access to standards-aligned instructional materials in the 2023-2024 school year.	100% of students have access to standards-aligned instructional materials in the 2024-2025 school year.		100% of students have access to standards-aligned instructional materials in the 2027-2028 school year.	High standard maintained
1.3	The implementation of state board adopted academic content and performance standards for all students (Priority 2).	100% of students have had access to state standards in the 2023-2024 school year.	100% of students have had access to state standards in the 2024-2025 school year.		100% of students have had access to state standards in the 2027-2028 school year.	High standard maintained
1.4	Programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency (Priority 2).	27% of full time credentialed teachers attended professional development in cultural competence and equity in the 2023-2024 school year.	40% of full time credentialed teachers attended professional development in cultural competence and equity in the 2024-2025 school year.		30% of Arete staff will attend high quality professional development on topics ranging from cultural competence, equity, Common Core, and other curricula,	13% improvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					instruction, and assessment topics.	
1.5	Percentage of students meeting/exceeding standards on CASPP State Testing (State Priority 4).	ELA– 34% Met or exceeded standards (Level 3 or above) in 2023. Math– 23% Met or exceeded standards. (Level 3 or above). CAST- 20% Met or exceeded standards. (Level 3 or above).	ELA– 41% Met or exceeded standards (Level 3 or above) Math– 31% Met or exceeded standards in 2024. (Level 3 or above). CAST- 30% Met or exceeded standards in 2024.(Level 3 or above).		ELA – 40% of students who have been at Arete for at least a year will meet or exceed (Level 3 or above) Math – 29% Meet or exceed (Level 3 or above).	ELA– Growth of 7% Met or exceeded standards (Level 3 or above) Math– Growth of 8% Met or exceeded standards in 2024. (Level 3 or above). CAST- Growth of 10% Met or exceeded standards in 2024.(Level 3 or above).
1.6	Local Assessments: Renaissance STAR Reading. (State Priority 4).	64% scored at grade level during the 2023-2024 school year.	71% scored at grade level during the 2024-2025 school year.		70% of students who have been at Arete for at least a year will score at grade level.	7% improvement.
1.7	EL Reclassification rates. (State Priority 4).	Arete does not have any English Learners in the 2023-2024 school year.	2% of Arete students are English Learners in the 2024-2025 school year. 67% were reclassified as proficient.		100% of eligible EL students will be reclassified.	
1.8	English Learner students will make progress towards English proficiency by ELPAC. (State Priority	Arete does not have any English Learners in the 2023-2024 school year.	2% of Arete students are English Learners in the 2024-2025 school year. 100%		Increase score of students by 5%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4).		made progress towards English proficiency.			
1.9	Local Assessments: Using NWEA assessments measures of academic progress in mathematics. (State Priority 4).	50% of students who have been ay Arete for at least a year, made Measures of Academic (MAPS) growth targets by five points in their grade level in math in 2024.	52% of students who have been ay Arete for at least a year, made Measures of Academic (MAPS) growth targets by five points in their grade level in math in 2024.		56% of students who have been at Arete for at least a year will make Measures of Academic (MAPS) growth targets by five points in their grade level in math.	2% improvement.
1.10	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 the 2023-2024 school year.	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 the 2024-2025 school year.		100% of students will have access to a broad course of study of all subject areas including for unduplicated pupils and individuals with exceptional needs.	High standard maintained.
1.11	Increase classroom and after school art and music programming on campus at Arete through partnerships with parents, teachers, community members, and local arts	89 art lessons were held at Arete led by parents, community members and art teachers.	357 art or music lessons were held at Arete led by parents, community members and art teachers.		100 art or music lessons will be held at Arete led by parents, community members and art teachers.	Increase of 268 art or music lessons.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	organizations (State Priority 8).					
1.12	Percentage of graduates completing courses required for admission to the University of California (UC) and California State University (CSU) systems.	Arete Charter High School starts in the 2025-2026 school year so no data is available yet.	Percentage of students completing A-G courses- 20%		Percentage of students completing A-G courses- 26%	New metric.
1.13	Percentage of students completing CTE course sequences.	Arete Charter High School starts in the 2025-2026 school year so no data is available yet.	Percentage of students completing CTE course sequences- 10%		Percentage of students completing CTE course sequences- 16%	New metric.
1.14	Number or percentage of students earning college credit while in high school through dual enrollment programs.	Arete Charter High School starts in the 2025-2026 school year so no data is available yet.	Percentage of student enrolled in high school and college classes- 20%		Percentage of student enrolled in high school and college classes- 26%	New metric.
1.15	Graduation Rate	Arete Charter High School starts in the 2025-2026 school year so no data is available yet.	We do not currently have any seniors enrolled.		Percentage os students graduating- 85%	New metric.
1.16	Dropout Rate	Arete Charter High School starts in the 2025-2026 school year so no data is available yet.	Percentage of students dropping out-5%		Percentage of students dropping out-3%	New metric.

Goal Analysis [2024-25]

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

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

The 2024-2025 Local Control and Accountability Plan (LCAP) was designed to improve student outcomes and foster a positive learning environment through targeted actions across several key areas: professional development, academic achievement, and expanded learning opportunities. This section provides an overview of the implementation process, highlighting the alignment between planned actions and actual implementation, as well as the challenges and successes encountered.

Professional Development in Cultural Competence and Equity:

Planned Action: Provide professional development opportunities focused on cultural competence and equity for full-time credentialed teachers.

Metric: The goal was to achieve a 1% improvement in full-time credentialed teachers attending professional development in cultural competence and equity in the 2024-2025 school year.

Actual Implementation: The district and Nevada County Superintendent of Schools (NCSOS) offered a variety of professional development activities, including workshops, online courses, and collaborative learning communities. Data collected throughout the school year indicates that a 13% increase in teacher participation was achieved, meeting the planned target.

Academic Achievement - CAASPP:

Planned Action: Improve student achievement in English Language Arts (ELA), Math, and Science.

Metrics:

CAASPP ELA: The goal was a growth of 2% of students would meet or exceeded standards (Level 3 or above) in 2024.

CAASPP Math: The goal was a growth of 2% of students would meet or exceeded standards(Level 3 or above) in 2024.

CAST: The goal was a growth of 3% of students would meet or exceeded standards(Level 3 or above) in 2024.

Actual Implementation:

CAASPP ELA: The 2024 CAASPP results showed a 7% increase in the percentage of students meeting or exceeding standards, aligning with the planned outcome.

CAASPP Math: The 2024 CAASPP results showed an 8% increase in the percentage of students meeting or exceeding standards, aligning with the planned outcome.

CAST: The 2024 CAST results showed a 10% increase in the percentage of students meeting or exceeding standards, aligning with the planned outcome.

All CAASPP targets were successfully met.

Reading Proficiency - STAR AR:

Planned Action: Improve students' reading proficiency.

Metric: The goal was a growth of 2% of students would score at grade level during the 2024-2025 school year for STAR AR reading.

Actual Implementation: Data from the STAR AR assessments during the 2024-2025 school year demonstrated a 7% improvement in the percentage of students scoring at grade level, meeting the planned target.

Math Growth - MAPS:

Planned Action: Increase math growth for students at Arete.

Metric: The goal was a growth of 2% of students who have been at Arete for at least a year, made Measures of Academic Progress (MAPS) growth targets by five points in their grade level in math in 2024.

Actual Implementation: Analysis of the 2024 MAPS data for students who had been at Arete for at least one year showed a 2% increase in the percentage of students meeting their growth targets by five points, meeting the planned target.

Expanded Arts and Music Opportunities

Planned Action: Increase the number of art and music lessons.

Metric: Increase of 4 art or music lessons held at Arete led by parents, community members and art teachers.

Actual Implementation: A total of 268 additional art and music lessons were held at Arete during the 2024-2025 school year, meeting the planned target.

Relevant Challenges and Successes

Challenges:

Scheduling Professional Development: Coordinating professional development for all teachers while minimizing disruption to instructional time required careful planning and flexible scheduling.

Data Collection and Analysis: Ensuring timely and accurate data collection for all metrics, particularly for ongoing assessments like STAR AR and MAPS, required robust systems and ongoing monitoring.

Sustaining Community Engagement: Maintaining consistent parent and community involvement for the art and music program required ongoing outreach and support for volunteers.

Successes:

Meeting Academic Targets: Arete successfully met or exceeded all academic growth targets for CAASPP, STAR AR, and MAPS, indicating the effectiveness of instructional programs and support services.

High Teacher Participation in Professional Development: The 13% increase in teachers attending cultural competence and equity professional development demonstrates a strong commitment to creating an inclusive and equitable learning environment.

Strong Community Partnerships: The successful implementation of the expanded arts and music program highlights the strength of the district's partnerships with parents and the community.

Conclusion

The 2024-2025 LCAP implementation has been successful in achieving its key objectives. The district demonstrated a commitment to continuous improvement through targeted professional development, data-driven instruction, and strong community engagement. By focusing on both academic achievement and the social-emotional well-being of students, the district has made progress in creating a positive and equitable learning environment. The challenges encountered have provided valuable lessons for future planning and implementation.

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.

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

The district intended to implement effective districtwide writing assessments and quarterly math meetings with math leads from each site. These actions were not taken. The Academic Enrichment classes we added for 1st-6th grade were very successful.

Curriculum is aligned with academic standards and designed to be accessible through various formats that incorporate real-world application. Parents and advisors collaborate to select curriculum that best fits student interests and needs, while on-site instruction includes Project-

Based Learning, STEAM integration, and Universal Design for Learning. Enrichment opportunities and vendor services expand access to unique learning experiences such as science- based field trips and physical education through outdoor activities. Lessons are scaffolded and modified to ensure student success, regardless of background or ability, supporting both academic rigor and student engagement. The curriculum and course enrollment reflect a diverse student population, as Arete draws students from multiple counties and serves a range of learners seeking alternatives to traditional education models.

Students are made aware of academic standards and performance expectations through structured communication at various points throughout the school year. Standards are introduced during enrollment meetings and reinforced during monthly advisor check-ins. Curriculum materials provided for homeschool use contain clear references to the academic standards and often include rubrics and answer keys to support student understanding. In classroom settings, teachers explicitly state lesson objectives and clarify performance expectations before assigning tasks. Real-time feedback is provided to help students identify areas of need and access support from teachers, peers, or academic tools.

Assessment practices support both short- and long-term academic planning. Formative assessments and district benchmark assessments are used to monitor progress and guide instructional decisions. During monthly meetings with Educational Advisors, students engage in goal-setting conversations and evaluate their academic development. These practices ensure that students are working toward high school readiness, with a focus on building the knowledge, skills, and habits needed for college and career pathways.

Arete Charter Academy uses a range of equitable assessment practices to evaluate student performance and guide instructional decisions. Assessments are aligned with district-wide standards and include formal measures such as CAASPP, NWEA, STAR AR, Dibels, and PSI, along with monthly work samples. These assessments are administered uniformly across grade levels, with accommodations in place for students with IEPs and 504 plans. Results are reviewed by educational advisors and shared with families through conferences, print materials, and online platforms. Informal assessments conducted during monthly meetings help identify academic needs and support planning for next steps. Assessment data is reported to the district through board presentations and LCAP reporting.

Assessment data informs grading, curriculum adjustments, and instructional planning. Educational advisors receive training on interpreting assessment results and engage in trimester data reviews to align grading practices and instructional strategies. Report cards reflect both standardized and benchmark assessment results, providing a consistent measure of student growth. These evaluations support transparent communication with families and guide individualized learning plans. Alignment between performance expectations and assessment outcomes ensures fairness and supports students in achieving academic standards across subjects and grade levels.

Data from assessments also drives school improvement plans and professional development. Identified needs, such as reading intervention, have led to the implementation of programs like Dibels and the Ninety-Five Percent phonics program. Reading groups at the Resource Center were introduced based on this data, and phonics program options were refined to ensure alignment with effective practices. Writing instruction was also strengthened after assessments revealed skill gaps, leading to staff training led by a county instructional specialist and distribution of writing support materials to families. Collaboration with PRSD leadership occurs regularly to review student performance and align programs with district expectations. In 2024, this partnership supported the expansion of Arete’s charter to include grades 9–12, beginning in Fall 2025.

Arete uses multiple measures to monitor student growth toward schoolwide learner outcomes, academic standards, and college and career readiness benchmarks. Data from teacher evaluations, grades, and assessments such as CAASPP, ELPAC, STAR AR, and NWEA MAP Growth provide insight into student performance across subject areas. Students demonstrating advanced performance have access to above-grade-level coursework and enrichment opportunities. For students requiring support, instruction is differentiated through reteaching, small group instruction, and targeted interventions. These services are delivered in various formats, including on-campus, online, or through approved vendors, depending on student placement in homeschool, hybrid, or blended programs.

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

High school metrics and actions were added to the LCAP for the 2025-2026 school year. For improvement in math, moving forward, we will begin adding practice with performance tasks to 20 day meetings.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning	This LEA-wide action provides two days of pre-service professional learning for certificated and classified staff and includes trainings on improving instructional supports in reading, math and social emotional learning. We also hold two more days of professional learning throughout the school year. Beginning teachers are provided the Butte Teacher Induction training so teachers will learn the necessary best practices for a beginning teacher and attain their professional credential.	$10,784.80	No Yes
1.2	Curriculum & staffing supports for struggling students.	Supplemental standards-based materials, site-based and district based personnel to support and monitor the academic progress of struggling students and enhance communication with their families. *Complete cycles of assessment and intervention and provided additional math tutoring to students who were struggling with difficult math concepts. *Complete cycles of assessment and intervention and provided literacy tutoring to students who are struggling with reading comprehension and early literacy skills. *Mandated strategic phonics programs for students who were below grade level in reading.	$1,320,072.98	No

Action #	Title	Description	Total Funds	Contributing
1.3	Support parents in improving their instructional practices.	Families will be given educational and instructional materials at each 20 day meeting to improve their at home instruction with their children. This will be a combination of formal narrative, opinion, and informative writing packets, printouts of areas of growth and areas to target from thrice yearly district benchmark assessments in math and reading, and parent friendly grade level standards printouts to help families ensure that they are providing instruction in state standards to their children. Moving forward, we will begin adding practice with performance tasks to 20 day meetings.	$440,072.98	No
1.4	Math Mindset Instruction	Studies of students have found that students exposed to Math Mindset instruction increase math achievement. Students' ability to have a growth mindset predicted their language and mathematics achievement.	$6,100.00	No
1.5	CAASPP Practice	Arete staff will offer several opportunities for students and families to become more familiar with CAASPP testing. We will invite parents and their students to attend a family night to educate them on how to prepare for CAASPP testing and to view sample problems. Students on campus will practice interim assessments monthly in ELA and Math. Students off campus can sign up to come in and practice 1:1.		No
1.6	NWEA Maps and STAR Accelerated Reader Practice	On campus students will participate in monthly practice sessions demonstrating testing strategies, tools within the programs, and basic computer skill awareness. Off campus students are also invited in for 1:1 sessions to participate in this practice.	$20,000.00	No
1.7	Typing Practice	Arete will curate various typing programs and send reminders out to parents as monthly reminders to have their students in second through eighth grade practice typing.	$600.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Resource Center	The Arete Resource Center will provide support targeted to unduplicated groups to increase academic and students skills.	$186,660.00	Yes
1.9	Education Specialist	By providing intensive supports and professional development, students with disabilities will receive the necessary support to achieve annual goals, objectives and grade-level standards in Math and English Language Arts.	$469,774.88	No
1.10	Common Writing Assessments	Arete will work with PRSD to develop and implement effective districtwide writing assessments that are aligned with grade level standards, ensuring that all students are assessed fairly and consistently while providing valuable data to improve instruction and student outcomes. [EXPENSES PLACED IN OTHER GOALS]		No
1.11	Academic Support for ELL and Foster Youth Students	The district will provide comprehensive academic support for English Language Learners and foster youth both during and beyond the school day, addressing their specific needs and promoting their academic success and overall well-being. [EXPENSES PLACED IN OTHER GOALS]		Yes
1.12	Instructional Support (Mathematical Mindset)	Provide site-based math leads to address the needs of staff and students in implementing mathematical mindset districtwide. Planned quarterly meetings and professional development days will provide staff with the ongoing support. [EXPENSES PLACED IN OTHER GOALS]		Yes
1.13	Guidance Program	Arete's high school academic advisor regularly meets individually with students to support their academic progress, emotional well-being, and social development. They create personalized plans to help students overcome learning challenges and recover missing credits. The team also carefully reviews student records to ensure everything is accurate and up-to-date, including past transcripts and test scores. A key focus is identifying students early who might fall behind in credits and working with school staff to help them get back on track for graduation and college/career readiness. They track all students until they graduate. The counseling team		No

Action #	Title	Description	Total Funds	Contributing
		collaborates with other school departments to understand and address the specific needs of students with disabilities, focusing on their high school completion and future opportunities. They also regularly analyze student data to pinpoint and provide extra support to groups of students who are struggling. [EXPENSES PLACED IN OTHER GOALS]		
1.14	Percentage of graduates completing courses required for admission to (UC) and (CSU) .systems.	To boost the number of high school graduates meeting A-G requirements, the academic advising program will utilize the California Colleges portal during individual and small group meetings led by the Academic Advisor. Qualifying students will be connected with community colleges for dual or concurrent enrollment opportunities. Furthermore, targeted college application workshops will be offered to both students and their families. The school will invest in staff training focused on college readiness and postsecondary planning. [EXPENSES PLACED IN OTHER GOALS]		No
1.15	Graduation Rate	To improve student academic outcomes and graduation rates, our school strongly emphasizes involving families. Staff proactively connects with families from all backgrounds through consistent two-way communication using various methods like newsletters, email, texts, phone calls, and live or recorded meetings. We aim for regular, positive, respectful, and meaningful communication to build strong trust with families. We also offer opportunities for families to share their input through educational partner meetings and surveys. This focus on home-school partnership is crucial to student success. [EXPENSES PLACED IN OTHER GOALS]		No
1.16	Dual Enrollment	The High School Academic Advisor meets with the Director of Arete and the Nevada County Superintendent of Schools Assistant Superintendent to implement high quality and diverse college level opportunities. [EXPENSES PLACED IN OTHER GOALS]		
1.17	Improve Dropout rate for high school.	Establish and implement a comprehensive framework to identify, support, and re-engage students at risk of dropping out. This system will provide a		No

Action #	Title	Description	Total Funds	Contributing
		continuum of support, from school-wide prevention strategies to intensive individualized interventions. [EXPENSES PLACED IN OTHER GOALS]		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Arete aims to establish an engaging school culture that values diversity, fosters academic excellence, and promotes mutual respect among students, parents, educators, and the community. This encourages every student to feel motivated and valued while striving towards achieving their full potential.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This is a broad goal intended to provide safe and welcoming schools. Enhancing culture and climate with socioemotional supports for all students, with an emphasis on those with more intensive needs, will improve overall well-being, reduce chronic absenteeism, and decrease suspension rates.

PRUSD will provide all students with clean, safe, and conducive learning environments to inspire each student's excellence each school day. This will be done through facility upgrades based on 21st-Century Learning environments (collaborative, creative, and flexible). PRUSD will maintain and increase experiential-based classes and learning opportunities to increase engagement while improving attendance and decreasing behavior referrals and suspensions. This goal will be measured by after-school activities participation rates, attendance rates, suspension rates, chronic absenteeism rates, middle school drop-out rates, and the condition of facilities based on the annual FIT report.

Staff, parent, and student surveys indicate that it is important for our school to offer family engagement activities throughout the year, keep a clean and maintained school, and have a school where students feel safe and like adults are approachable and care about them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The school provides a safe and supportive environment for my child. (Local Priority 3)	96% of parents agreed or strongly agreed in the 2023-2024 school year.	97% of parents agreed or strongly agreed in the 2024-2025 school year.		Maintain 96% of parents agreeing or strongly agreeing that the school provides a safe and supportive environment for their children for the 2026-2027 school year.	Growth of 1%.
2.2	Parent Input in Decision Making (Local Priority 3)	Based on the 2023-2024 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related activities, which resulted in 48% of parents participating overall.	Based on the 2024-2025 school year, parents of low-income, English learners, foster youth, and students with disabilities were invited to participate in school surveys, budget planning, LCAP planning, and school related activities, which resulted in 42% of parents participating overall.		56% of parents will complete the Parent Survey for the 2026-2027 school year.	Decrease of 6%.
2.3	There is at least one adult at my school that I	81% of 6-8th grade students found this to	85% of 6-8th grade students found this to be true during		86% of students will feel that there is at least one	Growth of 4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	can trust. (Local Priority 6). 4-8th grade students	be true during the 2023-2024 school year.	the 2024-2025 school year.		adult at my school that they can trust for the 2026-2027 school year.	
2.4	Adults at my school model positive interactions with others. (Local Priority 6). 4-8th grade students	90% of 6-8th grade students found this to be true during the 2023-2024 school year.	This question was not on the survey this year. Instead we asked, Adults at my school help me with problems if I ask. 91% of 6-8th grade students found this to be true during the 2024-2025 school year.		96% of students will feel that adults at Arete model positive interactions with others for the 2026-2027 school year.	Growth of 1%.
2.5	Adults at my school care about me (Local Priority 6). 4-8th grade students	87% of 6-8th grade students found this to be true during the 2023-2024 school year.	87% of 6-8th grade students found this to be true during the 2024-2025 school year.		93% of students will feel that adults at their school care about them for the 2026-2027 school year.	Maintained.
2.6	Annual Attendance (ADA)(State Priority 5)	98.78% is the Annual Attendance rate for the 2023 school year.	98.9% is the Annual Attendance rate for the 2024 school year.		Maintain 98% of Annual Attendance rate for the 2026-2027 school year.	Increase of 0.12%
2.7	Chronic Absenteeism (State Priority 5)	The chronic absenteeism rate is 4.2% for the 2023 school year.	The chronic absenteeism rate is 0.004% for the 2024 school year.		Achieve 2.5% or less of chronic absenteeism for the 2026-2027 school year.	Decrease of 4.2%
2.8	Expulsion rate (State Priority 6)	0% of students have been expelled in the 2023-2024 school year.	0% of students have been expelled in the 2024-2025 school year.		0% of students will be expelled for the 2026-2027 school year.	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Suspension rate (State Priority 6)	0% of students have been suspended in the 2023-2024 school year.	0.004% of students have been suspended in the 2024-2025 school year.		0% of students will be suspended for the 2026-2027 school year.	Growth of 0.004%.
2.10	Facilities in "good" repair. Measured by Facility Inspection Tool. (FIT) (Local Priority 1)	Will maintain exemplary maintenance.	Maintained exemplary maintenance.		Will maintain exemplary maintenance for the 2026-2027 school year.	Maintained.
2.11	Middle School drop-out rate (State Priority 5)	0% of students have dropped out in the 2023-2024 school year. No students were invited to not participate in the end of the year promotion ceremonies due to failing grades in the 2023-2024 school year.	0% of students have dropped out in the 2024-2025 school year. No students were invited to not participate in the end of the year promotion ceremonies due to failing grades in the 2024-2025 school year.		0% of students will have dropped out in the 2026- 2027 school year. One student or less will not be invited to participate in the end of the year promotion ceremonies due to failing grades for the 2026-2027 school year.	Maintained.
2.12	Parent participation, including parents of special needs and unduplicated pupils. (State Priority 3)	Arete will hold at least four family engagement events with an attendance of 100 families.	From August-March, Arete held 13 family engagement events with an attendance of 140 families.		Arete will hold at least four family engagement events with an attendance of 140 families for the 2026-2027 school year.	Increase of nine family engagement events and an increase of 40 families attending events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	The school counselor will teach Social Emotional Learning lessons monthly in all hybrid classes (State Priority 5).	From September-March of the 2023-2024 school year, the school counselor taught 30 SEL lessons in classes.	From September-March of the 2024-2025 school year, the school counselor taught 24 SEL lessons in classes.		Maintain that the school counselor will teach at least 30 SEL lessons in classes for the 2026-2027 school year.	Decrease of 6 lessons.
2.14	Staff will submit Positive Phone Call of the Day Recommendations (State Priority 6).	From September-March of the 2023-2024 school year, 96 recommendations were made.	From September-March of the 2024-2025 school year, 110 recommendations were made.		From September-March of the of the 2026-2027 school year, at least 108 personalized student commendations or recognitions will be made.	Increase of 14 positive reccomendations

Goal Analysis [2024-25]

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

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

Arete's Local Control and Accountability Plan (LCAP) for the 2024-2025 school year aimed to improve student engagement, and foster a positive and inclusive school climate. The plan included actions focused on increasing student engagement and strengthening family partnerships. Implementation involved various strategies, including targeted interventions for students struggling socially, expanded extracurricular activities, and outreach to families.

Substantive Differences in Planned Actions and Actual Implementation:

While Arete experienced successes in several areas, there were some discrepancies between planned actions and actual outcomes.

Parent Engagement: A key area of difference was in engaging specific parent subgroups.

While Arete aimed to increase participation of parents of low-income students, English learners, foster youth, and students with disabilities in school activities, participation in this area decreased by 6%. However, Arete exceeded its overall goal by 1% in the percentage of parents who agreed or strongly agreed with positive survey statements about the school being a safe learning space for their students. This suggests that general parent outreach may have been effective, but targeted engagement strategies for specific groups require refinement.

Student Perception: The goal was that 2% of 6th-8th grade students would find a specific positive statement to be true (that staff model positive relationships, students feel that they can trust the staff and that the staff care about them.) However, results showed an increase of 4%, indicating this metric was not only met, but exceeded.

Student Attendance: The attendance rate improved by 0.12%, and the chronic absenteeism rate decreased by 4.2%, indicating positive progress in this area. The rate of students being suspended grew by 0.004%.

Family Engagement Nights: Arete significantly exceeded its goal of four family engagement events, hosting 13.

Positive Behavior Recommendations: Arete significantly exceeded its goal of 100 positive recommendations of excellent student behavior, achieving 110.

For school counselor "Why Try" lessons, 24 were implemented because our current school counselor was training our incoming high school counselor in both implementing elementary school Social Emotional Lessons (SEL) and our new high school program.

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.

There were no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Successes:
Arete exceeded overall parent and student perception goals, indicating positive perceptions of the school. The staff has worked diligently with families which shows in improvements in attendance rates and reduction in chronic absenteeism. With a concentrated effort, we greatly exceeded goals for family engagement nights and positive behavior recommendations.

Community involvement and inclusive practices are central to Arete's culture. Parents, students, and staff are engaged through volunteer opportunities, school events, and student-led activities. Middle school leadership classes contribute to decision-making and campus engagement. Staff participate in professional development focused on social-emotional learning and equity, guided by the Nevada County Superintendent of Schools. This training supports efforts to promote culturally responsive instruction, equitable access to resources, and inclusive classroom environments. Personal learning plans are developed collaboratively, incorporating student interests and academic goals, while maintaining open communication between stakeholders to support continuous growth and a strong sense of belonging within the school community.

Arete Charter Academy promotes a learning environment where students are provided with opportunities to engage in rigorous and meaningful educational experiences. On-campus programs encourage student participation through discussions, collaborative activities, and

problem-solving tasks. While the school cannot oversee instruction delivered off campus, resources and guidance are provided to families to help support an equitable and engaging homeschool environment. Educational Advisors support parents by sharing instructional strategies and learning tools designed to promote consistency with school-based learning expectations.

Student voice and agency are embedded in multiple aspects of the learning environment. Students set academic and personal goals in collaboration with Educational Advisors engage in self- reflection and advocacy. Leadership opportunities are integrated into classroom activities, school events, and community initiatives. Student input has informed key decisions, such as the development of a hybrid program, the design of blended middle school options and the opening of a high school. Projects such as school beautification and curriculum revisions have emerged through collaborative dialogue between students, staff, and families. These participatory practices support student engagement, leadership development, and a sense of shared responsibility for shaping the learning environment.

Challenges:
Decreased participation among parents of low-income students, English learners, foster youth, and students with disabilities. This indicates a need to address barriers to participation for these groups. We also had a slight decrease in counselor led SEL lessons in the classroom. We slightly increased in student suspensions. In summary, Arete demonstrated success in several areas, including overall parent satisfaction, student perception, attendance, and family engagement.

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

Arete achieved a high level of parent engagement events. We will work hard next year to plan and implement those events again. We have had grants the past few years helping to pay for some of those events. Those grants are no longer available, so we will have a challenge to support those events without the additional funding. We will also prioritize both the classroom and counselor schedule to ensure that our goal of having monthly SEL lessons taught in classes is met.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to 1:1 counseling services	Access to 1:1 counseling services to address socio emotional needs.	$98,003.97	Yes
2.2	Access to small group counseling services	Access to small group counseling services to work on socioemotional skills with other students.		Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Foster/Homeless Youth Liaison	Provide supports to Foster & Homeless Youth and families to improve connectedness and alignments of services.	$989.94	Yes
2.4	SEL Supports for students, staff and families	This school-wide action provides professional speakers, curriculum, and materials to support restorative practices in support of all students, and for Arete to develop a school wide MTSS plan in support of all students' success. The action provides for agency partnerships to support staff and family access to mental health services.	$2,500.00	Yes
2.5	Training and Resources	This LEA-wide action provides structure and professional development to student support staff to decrease chronic absenteeism and suspensions for all students.		Yes
2.6	Family education and engagement	This school wide action seeks to maintain and expand upon existing family engagement through ongoing access to learning opportunities, and offer parenting classes in support of all students health, safety and academic success.	$2,000.00	Yes
2.7	Community communication and engagement	This school wide action seeks to engage community educational partners through effective community communications and school committees in support of all students' and families' engagement.The action seeks to continue to promote timely and ongoing communications through dedicated school personnel and maintain/enhance participation among staff and build upon existing parent events.	$2,000.00	No Yes
2.9	Develop a comprehensive Multi-Tier Systems of Support (MTSS).	By implementing and developing a Multi-Tier System of Support (MTSS) for all students, students will receive the necessary supports to access grade-level standards and strategies to self-regulate behaviorally.	$73,197.17	No

Action #	Title	Description	Total Funds	Contributing
2.10	Provide Parenting Classes	By providing Love & Logic parenting classes, parents will receive the necessary skills to train up their children. Parents will be able to provide empathy before describing consequences, use few words and more loving actions, delay consequences when necessary, and give kids the gift of owning and solving their problems. Students will understand and value the power of choice.	$2,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$190,613	$

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
6.158%	0.000%	$0.00	6.158%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning **Need:** Staff development will equip educators with a range of teaching strategies, classroom management techniques, and assessment methods. **Scope:**	Equipping educators with a range of teaching strategies allows them to cater to diverse learning styles and differentiate instruction to meet individual student needs, ultimately making content more accessible and engaging for all learners.	Assessment score reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Access to small group counseling services **Need:** Some students show difficulty interacting with other children without using their hands to act our their frustrations. **Scope:** LEA-wide	The school counselor will offer small group counseling to all grade levels on topics most age appropriate.	The school counselor will utilize pre- and post-assessments (perception data) as guidance for small group pull-out sessions.
2.4	**Action:** SEL Supports for students, staff and families **Need:** To create a comprehensive MTSS plan **Scope:** Schoolwide	Students will be supported by a comprehensive MTSS plan to support restorative practice and mental health.	Student surveys
2.5	**Action:** Training and Resources **Need:** Chronic absenteeism	By completing more work and higher quality samples, students will improve acheivement.	Power School reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Family education and engagement **Need:** Families provide most of the instruction to their students, therefore needing more support and direction in how to provide quality Tier 1 instruction. **Scope:** LEA-wide	Educated and trained parents will be more effective at providing appropriate instruction to their children.	Parent survey and assessment scores of students
2.7	**Action:** Community communication and engagement **Need:** Students will engage better in their education if parents are in communication with the school and know how to access school communications and information. **Scope:** LEA-wide	By engaging in a weekly updated email to all parents of upcoming events and important notifications, and more concise mid week updates, parents can better support their children's education.	Yearly parent survey.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** Resource Center **Need:** Increasing student scores on standards based assessments **Scope:** Limited to Unduplicated Student Group(s)	Students will have access to instruction by credentialed teachers to improve math, writing, phonics, science and social studies skills.	NWEA Maps, Dibels Screener, Phonics Screener for Intervention, and STAR Accelerated Reader
1.11	**Action:** Academic Support for ELL and Foster Youth Students **Need:** Increasing student skills in math and language arts **Scope:** Limited to Unduplicated Student Group(s)	Extra support in 1:1 or very small groups will better support students	District benchmark assessments
1.12	**Action:** Instructional Support (Mathematical Mindset) **Need:** Students need guidance in improving math skills **Scope:** Limited to Unduplicated Student Group(s)	Support student's math mindset development	NWEA Maps assessments, CAASP Testing

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** Access to 1:1 counseling services **Need:** Increasingly students enroll at Arete who struggle with anxiety. **Scope:** Limited to Unduplicated Student Group(s)	By having weekly or twice weekly access to the school counselor, students can work on strategies to help them work through their anxiety and attend school.	School counselor will keep records of how many students need counseling regarding anxiety.
2.3	**Action:** Foster/Homeless Youth Liaison **Need:** Foster Youth students face additional challenges and have access to all of the Instructional Funding to use towards tutoring. **Scope:** Limited to Unduplicated Student Group(s)	Small group or 1:1 tutoring will support students in gaining the skills needed to move towards grade level in reading and math skills.	CAASPP, NWEA Maps and STAR Accelerated Reader Assessments
2.10	**Action:** Provide Parenting Classes **Need:** Students struggle with motivation to work independently. **Scope:**	Supporting parents in parent skills, will support their students.	Attendance completion logs

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

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

Additional Concentration Grant Funding

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

Arete does not qualify for Concentration Grant Funding.

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		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,095,157	190,613	6.158%	0.000%	6.158%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,454,756.72	$180,000.00	$0.00	$0.00	$2,634,756.72	$1,437,771.92	$1,196,984.80

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning	All	No Yes	LEA-wide		All Schools TK-12th Grades	Throughout the school year- August, November and March	$0.00	$10,784.80	$10,784.80				$10,784.80	0
1	1.2	Curriculum & staffing supports for struggling students.	All	No			All Schools TK-8th Grades	Every 12 weeks	$440,072.98	$880,000.00	$1,140,072.98	$180,000.00			$1,320,072.98	
1	1.3	Support parents in improving their instructional practices.	All	No			All Schools TK-8th Grades	Every 20 school days.	$440,072.98	$0.00	$440,072.98				$440,072.98	
1	1.4	Math Mindset Instruction	All	No			All Schools TK-12th Grades	Weekly	$0.00	$6,100.00	$6,100.00				$6,100.00	
1	1.5	CAASPP Practice	All	No			All Schools 3-8th and 11th grades	Yearly								
1	1.6	NWEA Maps and STAR Accelerated Reader Practice	All	No			All Schools 2-12th grades	Monthly	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.7	Typing Practice	All	No			All Schools 2-8th grades	As needed	$0.00	$600.00	$600.00				$600.00	
1	1.8	Resource Center	English Learners Foster Youth	Yes	Limited to Undupli	English Learners Foster Youth	All Schools TK-8th	2-3 times a week	$186,660.00	$0.00	$186,660.00				$186,660.00	5.158

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		cated Student Group(s)	Low Income	grades									
1	1.9	Education Specialist	Students with Disabilities	No			All Schools TK-12th grades	Throughout the school year	$194,774.88	$275,000.00	$469,774.88				$469,774.88	
1	1.10	Common Writing Assessments	All	No			All Schools TK-8th grades									
1	1.11	Academic Support for ELL and Foster Youth Students	English Learners Foster Youth	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools TK-12th grades	Throughout the year								
1	1.12	Instructional Support (Mathematical Mindset)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-8th grades	Throughout the year								
1	1.13	Guidance Program	All	No			Specific Schools: Arete Charter Academy 9-12th grades	Throughout the year								
1	1.14	Percentage of graduates completing courses required for admission to (UC) and (CSU) .systems.	All	No			All Schools Specific Schools: Arete Charter Academy 9-12th grades	Throughout the year								
1	1.15	Graduation Rate	All	No			All Schools Specific Schools: Arete Charter Academy	Throughout the year								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							9-12th grades									
1	1.16	Dual Enrollment					All Schools Specific Schools: Arete Charter Academy 9-12th grades	At least once per year								
1	1.17	Improve Dropout rate for high school.	All	No			All Schools 9-12th grades	Throughout the year								
2	2.1	Access to 1:1 counseling services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12th grades	Throughout the year as needed	$98,003.97	$0.00	$98,003.97				$98,003.97	1
2	2.2	Access to small group counseling services		Yes	LEA-wide		All Schools									
2	2.3	Foster/Homeless Youth Liaison	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$989.94	$0.00	$989.94				$989.94	0
2	2.4	SEL Supports for students, staff and families		Yes	School wide		All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.5	Training and Resources		Yes	LEA-wide		All Schools									
2	2.6	Family education and engagement		Yes	LEA-wide		All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.7	Community communication and engagement	All	No Yes	LEA-wide		All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Develop a comprehensive Multi-Tier Systems of Support (MTSS).	All	No			All Schools TK-12th grades	Throughout the year	$73,197.17	$0.00	$73,197.17				$73,197.17	
2	2.10	Provide Parenting Classes	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,095,157	190,613	6.158%	0.000%	6.158%	$304,938.71	6.158%	16.010 %	**Total:**	$304,938.71
								LEA-wide Total:	$14,784.80
								Limited Total:	$287,653.91
								Schoolwide Total:	$2,500.00

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**	Professional Learning	Yes	LEA-wide			$10,784.80	0
1	**1.8**	Resource Center	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-8th grades	$186,660.00	5.158
1	**1.11**	Academic Support for ELL and Foster Youth Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth	All Schools TK-12th grades		
1	**1.12**	Instructional Support (Mathematical Mindset)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-8th grades		
2	**2.1**	Access to 1:1 counseling services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools TK-12th grades	$98,003.97	1
2	**2.2**	Access to small group counseling services	Yes	LEA-wide		All Schools		
2	**2.3**	Foster/Homeless Youth Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$989.94	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	SEL Supports for students, staff and families	Yes	Schoolwide		All Schools	$2,500.00	
2	2.5	Training and Resources	Yes	LEA-wide		All Schools		
2	2.6	Family education and engagement	Yes	LEA-wide		All Schools	$2,000.00	
2	2.7	Community communication and engagement	Yes	LEA-wide		All Schools	$2,000.00	
2	2.10	Provide Parenting Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,088,905.75	$1,939,629.24

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**	Professional Learning	No Yes	$10,784.80	$9,706.32
1	**1.2**	Curriculum & staffing supports for struggling students.	No Yes	$879,467.20	$791,520.48
1	**1.3**	Support parents in improving their instructional practices.	No Yes	$379,467.20	341,520.48
1	**1.4**	Math Mindset Instruction	No Yes	$6,100.00	$6,100.00
1	**1.5**	CAASPP Practice	No Yes	$0.00	$0.00
1	**1.6**	NWEA Maps and STAR Accelerated Reader Practice	No Yes	$20,000.00	$20,000.00
1	**1.7**	Typing Practice	No Yes	$600.00	$600.00

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	1.8	Resource Center	Yes	$174,216.00	$174,216.00
1	1.9	Education Specialist	No	$440,955.76	$419,774.88
1	1.10	Common Writing Assessments	No Yes	$0.00	$0.00
1	1.11	Academic Support for ELL and Foster Youth Students	Yes	$0.00	$0.00
1	1.12	Instructional Support (Mathematical Mindset)	Yes	$0.00	$0.00
2	2.1	Access to 1:1 counseling services	Yes	$96,082.32	$98,003.97
2	2.2	Access to small group counseling services	No	$0.00	$0.00
2	2.3	Foster/Homeless Youth Liaison	Yes	$970.53	$989.94
2	2.4	SEL Supports for students, staff and families	No	$2,500.00	$0.00
2	2.5	Training and Resources	No	$0.00	$0.00
2	2.6	Family education and engagement	No	$2,000.00	$2,000.00
2	2.7	Community communication and engagement	No	$2,000.00	$2,000.00

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)
2	**2.9**	Develop a comprehensive Multi-Tier Systems of Support (MTSS).	No	$71,761.94	$73,197.17
2	**2.10**	Provide Parenting Classes	Yes	$2,000.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$135,237	$1,467,529.05	$1,442,657.19	$24,871.86	5.830%	5.830%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning	Yes	$10,784.80	$9706.32	1	1
1	1.2	Curriculum & staffing supports for struggling students.	Yes	$777,308.20	$791,520.48	1	1
1	1.3	Support parents in improving their instructional practices.	Yes	$379,467.20	$341,520.48	1	1
1	1.4	Math Mindset Instruction	Yes	$6,100.00	$6,100.00	.5	.5
1	1.5	CAASPP Practice	Yes				
1	1.6	NWEA Maps and STAR Accelerated Reader Practice	Yes	$20,000.00	$20,000.00	.5	.5
1	1.7	Typing Practice	Yes	$600.00	$600.00	.03	.03
1	1.8	Resource Center	Yes	$174,216.00	$174,216.00	1	1
1	1.10	Common Writing Assessments	Yes				
1	1.11	Academic Support for ELL and Foster Youth Students	Yes				
1	1.12	Instructional Support (Mathematical Mindset)	Yes				
2	2.1	Access to 1:1 counseling services	Yes	$96,082.32	$98,003.97	.8	.8
2	2.3	Foster/Homeless Youth Liaison	Yes	$970.53	$989.94		

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)
2	**2.10**	Provide Parenting Classes	Yes	$2,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,166,031	$135,237	0	6.244%	$1,442,657.19	5.830%	72.434%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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