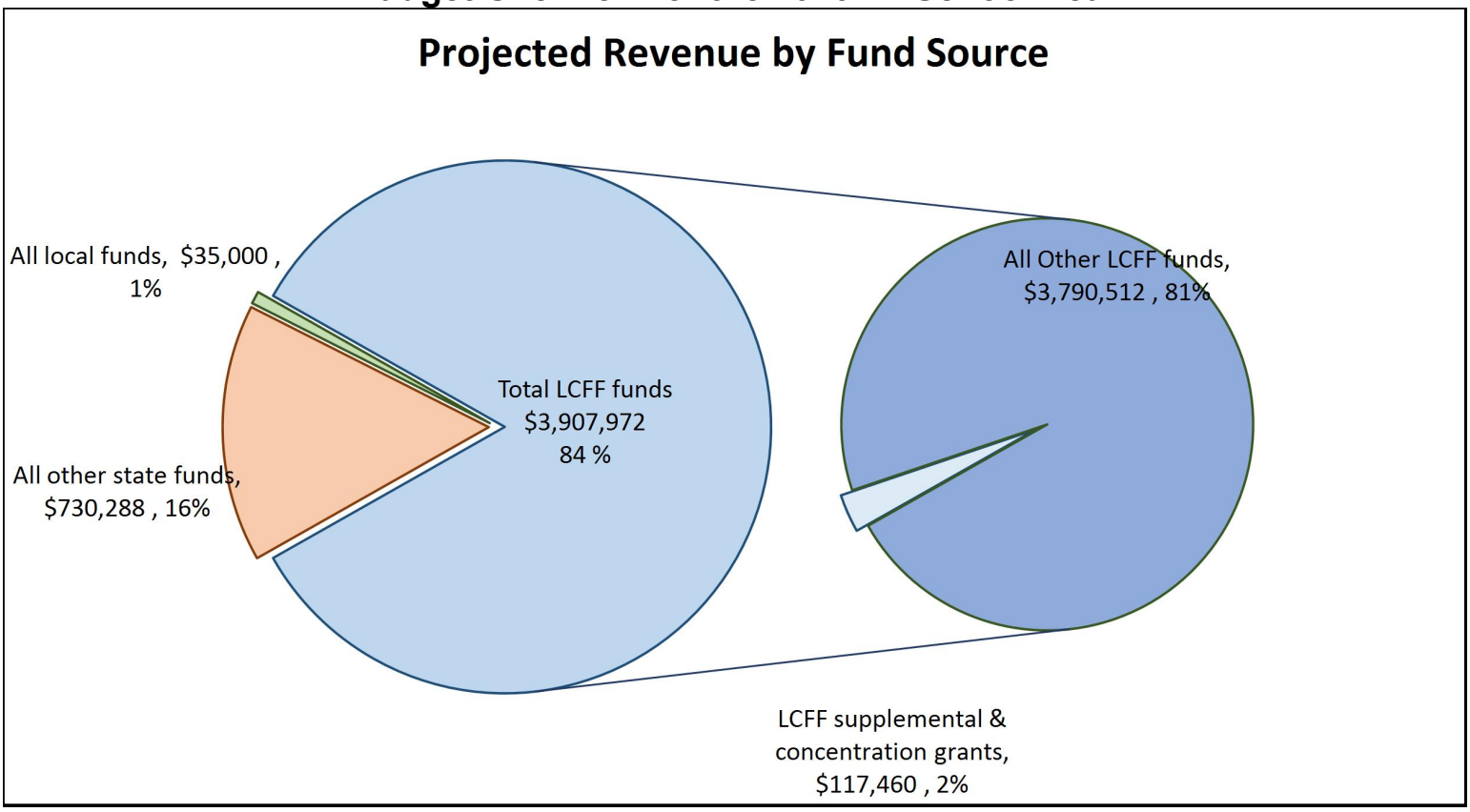
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newcastle Elementary School District
CDS Code: 31668520109827
School Year: 2026-27
LEA contact information:
Sean Healy
Superintendent
shealy@newcastle.k12.ca.us
(916) 259-2832

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 2026-27 School Year

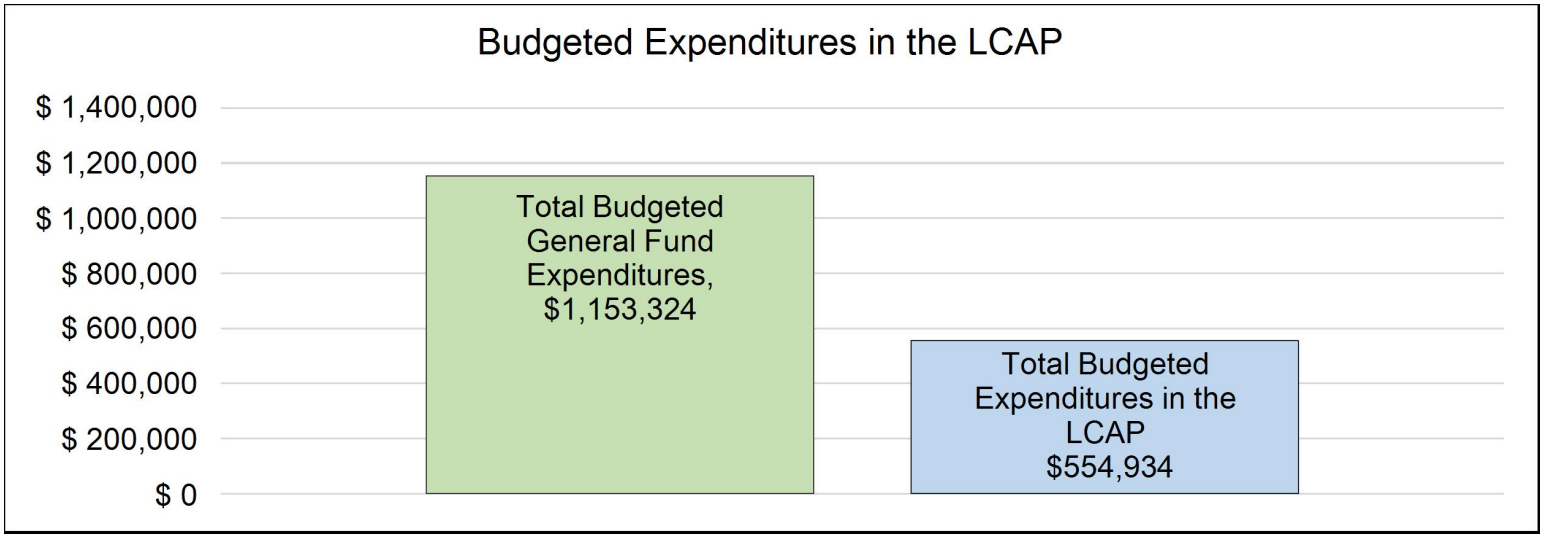


This chart shows the total general purpose revenue Newcastle Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newcastle Elementary School District is $4,673,260, of which $3,907,972 is Local Control Funding Formula (LCFF), $730288 is other state funds, $35,000 is local funds, and $0 is federal funds. Of the $3,907,972 in LCFF Funds, $117,460 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 Newcastle Elementary School District plans to spend for 2026-27. 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: Newcastle Elementary School District plans to spend $1,153,324 for the 2026-27 school year. Of that amount, $554,934 is tied to actions/services in the LCAP and $598,390 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

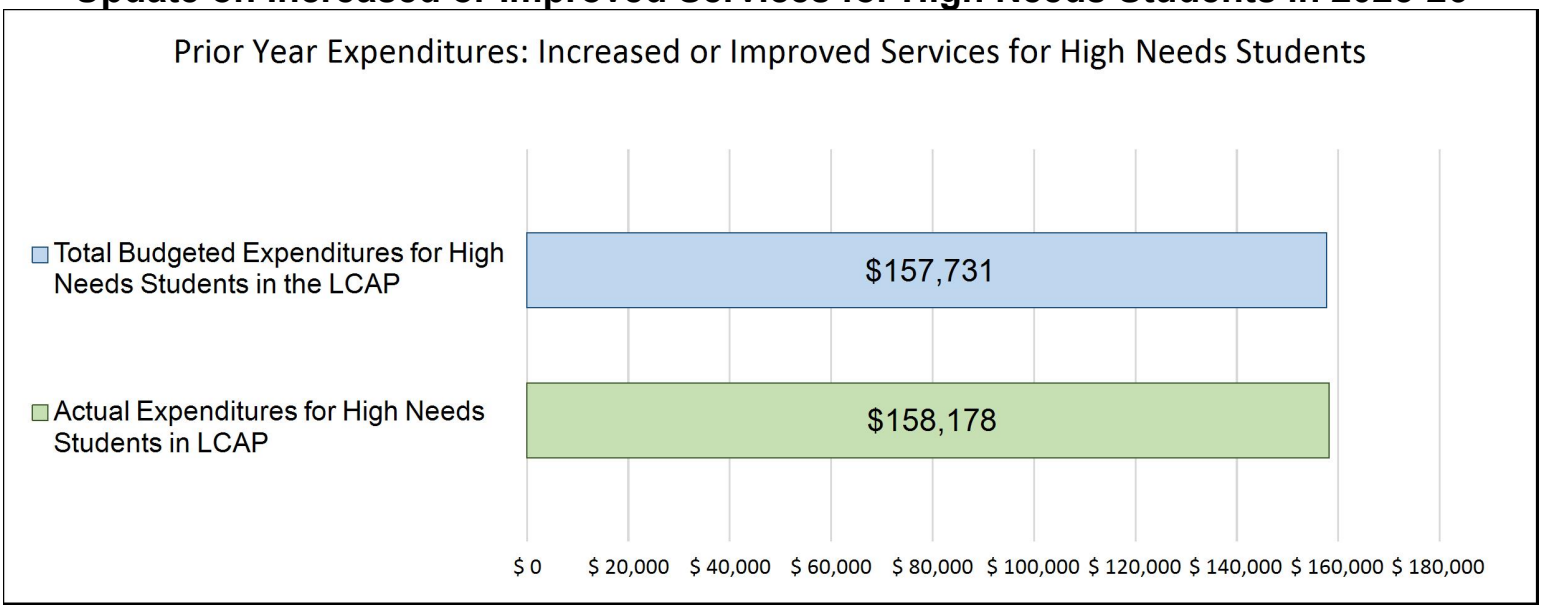
Administrative expenditures, facilities expenditures, and other operational expenses are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Newcastle Elementary School District is projecting it will receive $117,460 based on the enrollment of Foster Youth, English learner, and low-income students. Newcastle Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newcastle Elementary School District plans to spend $157,731 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Newcastle Elementary 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 Newcastle Elementary 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 2025-26, Newcastle Elementary School District's LCAP budgeted $157,731 for planned actions to increase or improve services for high needs students. Newcastle Elementary School District actually spent $158,178 for actions to increase or improve services for high needs students in 2025-26.

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
Newcastle Elementary School District	Sean Healy Superintendent	shealy@newcastle.k12.ca.us (916) 259-2832

Plan Summary [2026-27]

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.

Newcastle Charter School, located at the "Gateway to the Foothills," first opened to 44 first through eighth-grade students in 1865. Although the building location has moved three times and expanded once, enrollment for the charter school has grown to 341 students. The Newcastle Elementary School District has a unique configuration. It is comprised of Newcastle Elementary School and Newcastle Charter School, and students from both schools attend in the same classrooms across campus. The entire campus size is approximately 500 students, with 160 students enrolled in elementary and 341 students enrolled in charter, but it is still a small and close-knit community school serving TK through 8th-grade students and families. The mission of the Newcastle Elementary School District is to be committed to work in partnership with students, teachers, parents, and community. Our students are provided with an academic program designed to develop the 21st-century skills necessary to become active and effective global citizens. Our students are supported in a safe, positive learning environment that works to meet all students' needs and fosters healthy academic, social, and physical development. Newcastle Charter School enjoys the reputation of having strong programs with capable and caring staff leading the way. In the Newcastle Charter School community, we believe that every child can be successful, but not necessarily in the same way or on the same day and we work together to create opportunities for success for all students. Newcastle Charter School remains the cornerstone of a lifelong community of learners where students, staff, families, and community work together to ensure that students are successfully prepared for rigorous higher educational coursework, career challenges, and a globally competitive workforce.

Student demographics of Newcastle Charter School consist of 72.7% white, 15.5% Hispanic or Latino, 9.1% two or more races, 1.2% Asian, and less than 1% American Indian and African American. Zero students reported as Filipino, or Pacific Islander while 0% of students did not report. 14.9% of students are socioeconomically disadvantaged, less than 1% are English Learners, students with disabilities make up 7.3%

of the population, and less than 1% of students are foster youth or homeless youth (source: DataQuest 2026). Demographics have remained fairly consistent from previous years, with less than a 5% increase or decrease in any student subgroup. The school provides for academic achievement through a rigorous curricular program focused on the Common Core standards, arts, and technology. Differentiated instruction and intervention occur at every grade level through daily "FLEX" time. All students in Kindergarten through fifth grade receive weekly instruction in music, P.E, and technology activities. All students in sixth through eighth grades are offered a variety of enrichment classes through their homerooms that rotate every trimester, including Art, ASB, Theater, Salmon in the Classroom, Cinematography, Art, and Yearbook/Media. The homeroom enrichment program has shown to be a successful addition to the academic offerings in the older grades. Art continues to be offered during the school day to students in grades TK through 5 with a dedicated art room and teacher. Sixth through eighth-grade students were able to participate in ASB/leadership, including electing officers and managing a full budget. After-school enrichment offerings continue to thrive with offerings of over 30 different categories and topics, including all school sports for both boys and girls, Destination Imagination, art, dance, cooking, fitness, theater, floral arrangement, gardening, robotics, Legos, and many more.

As presented in Site Council throughout the year, an overview of successes and challenges was presented and discussed, and included the following information:

Major Accomplishments:
Increased charter applications, enrollment, and waiting lists
California School Dashboard ELA blue status, increased 3 points
California School Dashboard Math green status, maintained 6.7 points
California School Dashboard Science blue status
California School Dashboard Chronic Absenteeism improved by 7.1%
Ranked first among 9 most similar districts in state
Increased Reading Intervention by .2 FTE
Creation of SDC program
Increased Health Aide .375
Continued growth in after-school enrichment and expanded learning opportunities
30% of families are approved volunteers
Increased accountability for students and families adhering to Charter contract
Increased parent information i.e. Coffee with the Principal, New Parent Orientation, Charter Information Night, Science Camp Information Night, 6th grade transition slides
Increased PTC family events
Student-created newsletter
100% student Site Council participation; Knight of the Castle award development
Palette Knight Art Docent program
Facility partnership with Loomis Union School District
Established Library Technician position

Challenges:
California School Dashboard Suspension Rate in red status, increased 3.7%
Traffic congestion at dismissal

Business Department restructuring, new CBO and Fiscal Technician
Navigating budget demands and deficit
Expiration of one-time funding for programs
Desire for more space for increased enrollment demands, Discovery Club, science lab

In an effort to enhance the quality of the learning environment and community connections. Newcastle Charter School has moved to the next phase of campus development and facilities in two significant ways. First, the newly created field has been consistently booked for use by community groups outside of Newcastle, including soccer, football, and little league clubs, Harvest Ridge PE and cross-country, and Lions Clubs events to name a few. Second, Newcastle has entered a partnership with Loomis Union School District. In exchange for warehouse space, LUSD provides Newcastle with landscaping services and facility and IT consulting. Both working relationships have strengthened Newcastle's outreach beyond the district for the benefit of students and families.

Lastly Newcastle Charter School continues to make positive growth in academic, social, and community wellness, leading to the largest and most significant lottery charter in Newcastle history. All but one grade level not only filled to capacity at the March 2024 lottery, but maintained a waiting list. For Newcastle, this is evidence of years of work to improve programs and services for all students and families.

Reflections: Annual Performance

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

Upon reviewing Newcastle Charter School's performance on the 2025 California School Dashboard and local data, we have identified both successes and challenges across multiple state indicators. Our reflection highlights the areas in need of targeted support and our ongoing efforts to improve student outcomes across all student groups.

Academic Performance (ELA and Math)
ELA Performance: Our district performed well on the ELA indicator, with an overall "blue" status and an average Distance from Standard of 47 points. Successes include an overall growth of ELA scores of 3 points from the previous year. Hispanic and SED student subgroups were in the "green" status and the subgroup of white students were in the "blue" status on the California School Dashboard. These were the only three reportable groups. No student subgroups were identified as "red" in status on the Dashboard.
Math Performance: Our district performed well on the math indicator, with an overall "green" status and an average Distance from Standard of 20.1 points. Successes include an overall growth of math scores of 6.7 points from the previous year. SED and white student subgroups were in the "green" status and the subgroup of Hispanic students were in the "blue" status on the California School Dashboard. These were the only three reportable groups. No student subgroups were identified as "red" in status on the Dashboard.
Next Steps: While both ELA and Math Performance have shown growth, Newcastle will continue to provide supports that have been instrumental towards the increase in student proficiency. These actions include targeted intervention specifically in math, homework club after school, teachers professional development based on needs and cross-grade level observations, reading intervention in grades K-4, and training for primary teachers in SIPPS.

Chronic Absenteeism

Our district experienced continued success in Chronic Absenteeism rates with another decline by 7.1% from the previous year for a current rate of 2.7%, and from an all time high of 32.4% 4 years prior. Most subgroups were too small to report on, but the subgroup of SED students was in the “green” status, while white and Hispanic students were in "blue" status. No student subgroups were identified as “red” in status on the Dashboard. Positive contributing factors included: updated and ongoing attendance monitoring from office personnel, improved communication systems per recommendations from Placer County Office of Education staff, and general education counseling time to discuss student attendance and/or reluctance to attend school.
Next Steps:
Initiatives that have proven successful include following the updated attendance monitoring process recommendations that have been implemented, continuing to communicate attendance facts with parents, and continuing the independent study improvement process, including implementing electronic access through the newly implemented Parent Square communication program.

Suspension Rate
Our suspension rate declined by 2.5% to 1.8 overall%. SED, Hispanic, and white students and white students were all in "green" status. Contributing factors include:a newly created discipline process, at the direction of the board and the superintendent, to hold all students accountable for behavior and reset all expectations. At initial implementation, there was full understanding amongst educational partners that suspension rates would most likely increase during the first year. Also, because of the small population, one incident has the potential to sway the numbers enough to significantly increase or decrease suspension rates.
Next Steps: Interventions include the continuation of looking at each discipline event case-by-case, with special attention given to all subgroups, to ensure suspension is the most appropriate consequence, reporting out of discipline numbers to the board of trustees twice a year, and continuing to implement the updated discipline process for all students started in the 2024-25 school year that provides clear expectations and consequences for student behavior.

English Learner Progress Indicator (ELPI)
ELPI data showed that fewer than 11 students were qualified as English Language Learners, therefore the data was not displayed for privacy reasons. Though data did indicate that 100% of EL students maintained ELPI Levels on the Summative ELPAC.
Next Steps: Newcastle does not anticipate EL student population rates to exceed the minimum of 11 students or more required to display student data in the next 3 years. Individual student data, including the Summative ELPAC, will continue to be reviewed with key educational partners including parents, teachers, and the Director of Student Services to discuss best and most appropriate strategies for ELL support. Key strategies to continue include:data monitoring, strategic scheduling of support, and a program review to align supports to student ELPAC data.

Local Data:
End of the year iReady diagnostic results indicate school-wide growth in both reading and math.
In reading, initial diagnostic results indicated a proficiency rate of 42%. The final diagnostic results indicated a proficiency rate of 64%. Overall, reading proficiency increased 22%. While growth was evident, it was still short of the end-of-the-year goal by 6%. That data could be slightly lower than anticipated because of the decision to not require 8th grade students to take the final iReady diagnostic.
In math, initial diagnostic results indicated a proficiency rate of 26%. The final diagnostic results indicated a proficiency rate of 64%. Overall, reading proficiency increased 38%. This growth exceeded the end-of-the-year proficiency goals. Like reading, that data could be slightly lower than anticipated because of the decision to not require 8th grade students to take the final iReady diagnostic.

General Reflection
Across all indicators, Newcastle remains committed to continuous improvement in all Dashboard categories. Next steps focus on ensuring that all students have access to high-quality education and support systems tailored to meet their unique needs based on data from multiple sources.

Reflections: Technical Assistance

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

Newcastle Charter School did not qualify for 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.

No schools in the LEA have been identified 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.

No schools in the LEA have been identified 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.

No schools in the LEA have been identified 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
1. Parent Survey	Parent feedback was collected in a different format for the 2025-26 school year. In lieu of the Annual Parent Survey, which the district requested to not send out for strategic and long-term planning reasons, information was instead collected through a variety of sources. In the Parent Week Ahead, which is emailed out to all families every week, notifications were made that LCAP feedback could be sent to the Director of Student Services directly. It was also advertised that input and feedback would be solicited and collected at both board meetings and Site Council meetings, either in-person, through Zoom, or email. All input was collected on a spreadsheet by the Director of Student Services.
2. LCAP Parent Advisory Committee / Site Council	The LCAP Parent Advisory Committee included parents of general education students and parents of special education students. Meetings were held monthly throughout the school year and the LCAP Parent Advisory Committee was a subset of Site Council with the correct composition of a majority of parent participants. Students also held Site Council seats and were active participants at meetings. Because of a lack of parent volunteers this year to serve on committees, specifically no parents who wanted to serve as the LCAP Committee, Site Council also served as the district LCAP committee with it's own agenda items and a focus on LCAP related items. A presentation was made to the LCAP committee from the Director of Student Services, public participation was encouraged but no public attended, and direct feedback was collected from the team over multiple meetings throughout the year. The superintendent was

Educational Partner(s)	Process for Engagement
	prepared to respond, in writing, to questions or concerns from the committee, but none were submitted.
3. Student Feedback	Students were not surveyed or given the California Healthy Kids Survey in 2024-2025. Formal data was collected through a district-created survey with specific questions related directly to LCAP metrics. Informal data was collected from students through feedback at Site Council meetings and through ASB.
4. Annual Staff Surveys	A revised and updated staff survey was sent out electronically in May for all staff members on campus to complete. This year, one common survey was sent out all staff instead of breaking surveys out by groups. 22 staff members completed the survey. The data taken from the survey was used as feedback in the development of updated metrics and actions under each goal.
5. Site PLC's / Grade Level Teams	Each grade level team, as part of a PLC, completed focused feedback forms throughout the year, where information and feedback was given on specific LCAP goals, especially in the area of the math adoption. Ideas were also generated by each grade level team that were unique to that grade level's needs and challenges. Many ideas generated or discussed through the feedback forms or through PLC weekly meeting notes were used to guide LCAP metrics and actions.
6. Board Meetings	Board meetings were held monthly. The Director of Student Services attended all meetings and took notes on public comment items, agenda items, and the Board's requests for presentation topics. That information was collated into the collectve data to determine if it was helpful towards developing metrics and actions. Board members also gave direct and public input towards all three goals, including academic progress, interventions and enrichments, and school and community wellness. An LCAP mid-year presentation was held in February.
7. Administrative Groups / District Cabinet	District cabinet (comprised of the Superintendent, CBO, Director of Student Services, Director of Special Education, and the Newcastle Elementary School Principal) met twice a month throughout the school year through cabinet meetings. The Director of Student Services added LCAP goals, actions, and metrics to the agenda on a monthly bases for the team to review and discuss. All departments were represented through cabinet meetings.

Educational Partner(s)	Process for Engagement
8. Families of Targeted Student Groups including English Language Learners, Foster Youth, and Homeless Youth	Targeted student groups were limited as only 2 students were classified as ELL, 0 were classified as foster youth, and 0 were classified as homeless youth. The Director of Student Services reached out to each family individually to collect feedback (2 families total). No families responded.
9. SELPA Program Specialist Consultation	SELPA consultation took place on February 23, 2026 with the SELPA Program Specialist and the Director of Student Services. Proposed LCAP goals, metrics, and actions were presented and for each item, special education inclusion was reviewed to ensure no special education students were denied or limited to access to events and supports.
10. District Bargaining Unit / Newcastle Teachers Association	Newcastle Teachers Association, the district bargaining unit, was consulted on LCAP data and took that into consideration during negotiations and how negotiated items would impact LCAP goals and metrics.
11. May Revision Budget Workshop	The Chief Business Officer attended the Governor's May Revise meeting via Zoom in May 2026. The information presented was used to finalize the 2025-2026 budget.
12. Newcastle Elementary School District Board Meeting Public Hearing	The Newcastle Elementary School District Board Meeting Public Hearing was held on June 8, 2025. In this meeting, the Director of Student Services presented the 2026 update to the 2024-2027 LCAP plan. All public comments, formal and informal, were recorded to allow the Superintendent to respond in writing.
13. LCAP Adoption	The LCAP adoption, in conjunction with the 2024-2025 budget, was held on June 10th.

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

Newcastle has maintained strong relationships with educational partners, specifically in collecting feedback with a continued robust level of conversation and input for the 2026 update. Information and feedback was collected throughout the year in a formal manner, such as surveys, board meetings, presentations, etc. But there has also been a great deal of informal data collected as well, in the form of keeping running records of key ideas or themes that were repetitive or common during parent meetings, staff meetings, board meetings, campus walkthroughs, teacher conversations, previous LCAP conversations and more. The influence of this feeback on the LCAP can be found in the following goals, actions, or metrics:
Metric 2.1 and 2.2 (iReady reading and math): Feedback from teachers indicated a need to shift the final collection of iReady data for LCAP purposes from the end of the year to the end of Trimester 2.

Metric 1.7 (curriculum adoption schedule) and Action 1.5 (math adoption of curriculum): In conversation with teachers, administration, and the board, this metric and action have been delayed in full implementation. Progess was made on both the metric and the action item, but the timeline continued to push out based on funding and actual implementation during the school year. Teacher feedback was to start the pilot and adoption process this year, but actually begin the pilot with selected curriculum in August 2026.
Action 2.7 (Universal Design for Learning): After feedback from staff and administration, UDL does not fit the top priorities for professional development as originally intended when developing the 2024-2027 LCAP. This goal will be discontinued and a new goal will be written that addresses relevant professional development.
Metric 3.7 (Catapult user reports) and Action 3.2 (Catapult training for staff): Parent and staff feedback consistently stated that the emergency notification system, communication system, and websites for Newcastle Elementary School were lacking in functionality and performance. Based on that feedback, Newcastle discontinued its partnership with Catapult and moved to Parent Square for all services. These metrics and actions will be amended to reflect the change and show that training and implementation have taken place during the year for Parent Square.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student academic growth and performance, and provide high quality instruction for all students.	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)

An explanation of why the LEA has developed this goal.

Newcastle Elementary School has experienced both growth and decline in student CAASPP scores over the past few years. While math scores have increased over the past three years from an all-time low of 34%, and is currently at 58%, it still is not close to the 65% or higher that Newcastle set as a goal for student proficiency. Interventions and supports have played a large part in increasing scores, but more work is left to be done. English language arts scores, on the other hand, have continuously declined over the past three years and also show room for significant growth to reach the goal of 65% proficiency. Historically, Newcastle ELA scores averaged in the 70% range. California School Dashboard data verifies this trend for both subjects as well and indicates that scores are in the "green" status and above standard, but also shows declining points for both subjects. One major factor that stresses the importance of sound math and language arts instruction is that the student population at Newcastle has changed drastically. During Covid, enrollment numbers dropped and as students started coming back to school, many new students joined the elementary school, and now the school has established waiting lists for many grade levels. This major change in student population has made comparing student groups year-over-year challenging, so new baselines have been established for the next three-year plan to track more steady and consistent growth. Newcastle also values high quality, first-tier instruction as the best practice for all students and has identified the need for training and suppport in this area before introducing tier-two and tier-three strategies. This includes differentiating professional development to meet the grade level needs of teachers, providing rich and robust curriculum, and the necessary tools and trainings needed to effectively reach students each day in the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP Assessments: ELA	2023 CAASPP ELA data indicated all student proficiency at 62.5% and SED student	2024 CAASPP ELA data indicated all student proficiency at	2025 CAASPP ELA data indicated all student proficiency at	CAASPP ELA data for all students will be at 75% or higher.	CAASPP ELA data for all students was 9.7% higher and SED student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		proficiency at 39%. All other subgroups were too small to report.	69.5% and SED student proficiency at 59.2%. All other subgroups were too small to report.	72.2%. SED student proficiency was 62.2%. All other subgroups were too small to report.		proficiency was 23.2 % higher than baseline data.
1.2	CAASPP Assessments: Math	2023 CAASPP Math data indicated all student proficiency at 58% and SED student proficiency at 50%. All other subgroups were too small to report.	2024 CAASPP Math data indicated all student proficiency at 54.7% and SED student proficiency at 38.8%. All other subgroups were too small to report.	2025 CAASPP Math data indicated all student proficiency at 56.5%. SED student proficiency was 48.9%. All other subgroups were too small to report.	CAASPP Math data for all students will be at 60% or higher.	CAASPP Math data for all students is 1.5% lower and SED student proficiency was 1.1% lower than baseline data.
1.3	California School Dashboard: ELA	2023 Dashboard ELA data indicated "green" status, 26.3 points above standard, and a 1.1 point decline. The only subgroups to report, socioeconomically disadvantaged and white, were both in green status.	2024 Dashboard ELA data indicated "blue" status, 43.9 points above standard, and a 17.7 point growth. The only subgroups to report were socioeconomically disadvantaged in "green" status and white in "blue" status.	2025 Dashboard ELA data indicated "blue" status, 47 points above standard, and a 3 point increase. By student subgroup, white students were in "blue" status and Hispanic and SED students were in "green" status. All other student subgroups had no performance color.	Dashboard ELA data will be "green" status or higher, 20 points above standard, and no declining points.	Dashboard ELA data indicated growth of 20.7 points for all students (a growth of one color band from green to blue) and 14.5 points overall growth for SED students.
1.4	California School Dashboard: Math	2023 Dashboard Math data indicated "green" status,12.1 points above standard, and a 5.4 point growth.The	2024 Dashboard Math data indicated "green" status, 13.4 points above standard,	2025 Dashboard ELA data indicated "blue" status, 47 points above standard, and a 3	Dashboard Math data will be "green" status or higher, 10 points above standard,	Dashboard ELA data increased one color from "green" to "blue" baseline data. It was also

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		only subgroups to report were socioeconomically disadvantaged students who were yellow and white students who were green.	and a 1.4 point growth. The only subgroups to report weresocioeconomically disadvantaged students and white students who were both green.	point increase. By student subgroup, white students were in "blue" status and Hispanic and SED students were in "green" status. All other student subgroups had no performance color.	and no declining points.	47 points above standard, significantly higher than baseline data. The white student subgroup maintained "blue" status. Hispanic and SED students were not previously reported under the baseline status, but were significant enough in size to report and both were in "green" status.
1.5	ELPAC Student Reclassification	In the 2023-2024 school year, 2 out of 8 English language learners were reclassified to RFEP.	In the 2024-2025 school year, 1 out of 6 English language learners was reclassified to RFEP.	In the 2025-26 school year, 2 students were classified as English Language Learners. 0 students were reclassified.	At least 1 English language learner will be reclassified to RFEP each year.	0 students were reclassified from English Language Learners to RFEP. But the number of EL students also dropped significantly and only 2 were classified during the 25-26 school year.
1.6	Highly Qualified Teacher Status	100% of teachers are designated as "Highly Qualified" for the 2023-2024 school year.	100% of teachers are designated as "Highly Qualified" for the 2024-2025 school year.	92% of teachers are designated as "Highly Qualified" for the 2025-26 school year. 2 teachers were in positions while working on	Newcastle Charter School will maintain 100% of teachers with a designation of "Highly Qualified."	Newcastle Charter School did not maintain a "Highly Qualified" teacher status rate of 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				credentials - art and transitional kindergarten.		
1.7	Curriculm Adoption Schedule	A schedule for curriculum adoption, implementation, and training has been created in the 2023-2024 school year through 2026-2027.	A schedule for curriculum adoption, implementation, and training has been modified for the 2024-2025 school year given new information on math adoption from the state and local workgroups.	An updated and complete schedule for curriculum adoption was created by the District Superintendent, Chief Business Official, Director of Student Services, and site Principal This complete schedule is planned through the year 2032-33. Progress has been made on the first adoption, math, through local workgroups and county organized material presentations.	Curriculum will be adopted, implemented and/or training provided per schedule.	While still on track to follow a curriculum adoption schedule, changes were made to align the schedule to release information from the state. The district is on schedule based on the revised adoption plan.

Goal Analysis [2025-26]

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.

TGoal #1: The district made significant progress in implementing our planned actions while adapting to the emerging needs and challenges throughout the year.

Successful Implementation:

Action 1.2 Differentiated Professional Development by PLC Group or Grade Levels: Professional development offerings have been expanded to focus on PLC-specific and grade-level-specific trainings and events.
Action 1.3 Student Chromebooks and iPads: All students were provided with 1:1 devices in grades 1-8, and class sets of devices were provided to all students in grades TK and K. Additional devices were also provided for specific groups of learners above and beyond class sets.
Action 1.6 Teacher Release Time for Cross-Observations: Administration and teachers worked with a select group of teachers for release times based on academic and instructional need. Teachers pushed into classrooms to complete observations, then debriefed and shared observation data and notes with each other.
Action 1.7 Chromebooks and Hotspots: All UPP students were provided with additional devices and hotspots if requested and/or if a need was presented. Chromebook usage data from GoGuardian showed additional devices were used by families for homework completion, additional time spent on EL development programs, and technology skills such as typing.
Action 1.8 ELL Master Plan: The English Language Learner: The Director of Student Services adjusted and updated the ELL Master Plan, and all components were implemented based on the needs of the ELL student population (which continues to remain under 10 students and progress is not reportable).

Implementation Challenges (Partially Implemented):
Action 1.1 Highly Qualified Teachers: Newcastle did not maintain 100% status of all teachers qualified as Highly Qualified Teachers. Two teachers were in positions while working on specialized credentials in Transitional Kindergarten and Art.

Modified Implementation (Partially Implemented):
Action 1.5 Math Adoption of Curriculum: Teachers and administrators started the adoption process but did not fully adopt a new math curriculum. Priorities and needs were gathered through PLC and grade level surveys, staff and administration attended the Math Publisher Fair through PCOE, and a team of teachers from each PLC attended a curriculum selection day at Jessup University where 2-3 programs were selected and finalized for piloting starting in September. All adoption funds though were recouped and moved from general fund into the adoption fund.

Non-implemented Actions:
Action 1.4 iReady Professional Development and Refresher Training: Most staff felt confident implementing and using the data from iReady in the 2025-2026 school year. In planning with iReady professional trainers and staff, the decision was made to save iReady training for future years when new staff required training to understand how to use the 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.

The following actions indicated a material difference between the budgeted expenditure and the estimated actual expenditure:
Action 1.1 Highly Qualified Teachers: This expenditure was higher than budgeted because of an increase to salaries for all certificated teachers as negotiated by the district and the Newcastle Teachers Association.
Action 1.2 Differentiated PD: This expenditure was lower than budgeted because the district was able to find some cost savings measures when implementing PD through lower sub costs and lower material costs.

Action 1.3 Chromebooks: This expenditure was higher than budgeted because the district was able to identify multiple devices that were in need of replacement for students, therefore increasing the number of devices that needed to be purchased to meet all student needs.
Action 1.4 iReady PD: This expenditure was lower than budgeted because no iReady professional development occured during the school year as planned.
Action 1.5 Math Adoption: This expenditure was lower than budgeted because while the math adoption process was started, the selection and purchase of a new math curriculum was not finalized and did not occur. The adoption schedule was adjusted to reflect this and it was moved forward by another year.
Action 1.7 Chromebooks and Hotspots: This expenditure was lower than budgeted because the district was able to meet all student needs with existing technology and only a few new purchases were needed. New devices from a previous years purchase were used instead of buying more Chromebooks. And the district had extra hotspots to deploy to families as needed.
Action 1.8 English Language Learner Master Plan: This expenditure was lower than budgeted because the salary of the Director of Student Services, who is in charge of creating, implementing, and monitoring the program, did not need to spend as much time working with the ELL Master Program because of a decrease in EL students overall.

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

Goal #1: Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal #1, as demonstrated by both quantitative data and qualitative indicators.

Actions Demonstrating Strong Effectiveness:
Action 1.1 Highly Qualified Teachers in all Academic Classes: Despite the fact 2 teachers were in positions this year where they were working on their appropriate credential (art and transitional kindergarten), this action was still highly effective. With the understanding that teachers directly have an impact on student academic progress, ensuring that all teachers are highly qualified has helped with CAASPP growth over the past year. ELA proficiency rates increased to over 70%, and math proficiency rates increased to over 56% - both in the top two and three scores for districts in Placer County.
Action 1.3 Student Chromebooks and iPads: All students have access to devices in a 1:1 model has been effective because it has guaranteed access to intervention and enrichment programs such as iReady and Lexia. Data from iReady shows that 100% of Newcastle students in grades 1-8 have consistently used iReady since the first diagnostic in August, and 100% of students in grades TK and K have logged in and used Lexia since January.
Action 1.7 Chromebooks and Hotspots: Feedback from families of UPP students indicates that additional supports such as Hotspots, Chromebooks, and iPads have allowed for greater access to curriculum for homework and online intervention programs such as iReady, Reflex, DinoLingo, etc. Parents have also worked directly with their students to learn technology skills that have had a positive impact on communication, including emailing teachers and staff, checking and monitoring grades, and in one instance, even learning English alongside their student.
Action 1.8 English Language Learner Master Plan: Though the ELL student population is too small to report data publicly, internal data indicates that the district is meeting the goal of reclassifying at least one student per year. Currently, the reclassification rate of 2 out of 6 students is 33%.

Actions Demonstrating Emerging Effectiveness or Somewhat Effective:

Action 1.2 Differentiated Professional Development by PLC Group or Grade Levels: The process of moving from a school-wide, TK-8th-grade professional development model to a more individualized model of delivery is now in its second year of implementation. The PLC groups and/or grade-level groups who have received grade and age-specific training have found benefit already. This data has been collected through conversations with stakeholders and has moved from “emerging” last year to “effective” this year because all PLC groups have had the opportunity to align professional development with needs.
Action 1.5 Math Adoption of Curriculum: Though a new math curriculum was not fully adopted, the work done on the adoption process this year benefited math instruction nonetheless. Conversations surrounding math needs through surveys, planning days, review of intervention, and analysis of curriculum led to a more in-depth approach to current teaching and review of scope and sequence in all grades. This analysis had a positive impact on math instruction which led to continued competitive math scores as compared to all districts in the county.
Action 1.6 Teacher Release Time for Cross-Observations: Based on teacher feedback and administrative observation, the teacher groups that participated in cross-observation of colleagues were able to begin implementation of strategies that were observed and discussed with colleagues. The process of cross-observations is effective, but is deemed partially effective overall because of the need to include more teachers in the process to see impact schoolwide.

Actions Not Achieving Desired Outcomes in Year 2:
Action 1.4 iReady Professional Development and Refresher Training: Because iReady professional development was not needed or implemented this year, it had no effect on desired outcomes for the 2025-26 school year.

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.

No changes or modifications were made to metrics or expected outcomes from the 2025-26 to the 2026-27 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly qualified teachers in all academic classes	Highly qualified teachers will teach all academic classes in grades TK-8. Staffing and personnel will consist of 20 teachers in grades TK-8, 2 special education teachers, and 3 specialty subject teachers (PE, Spanish, and music). Lessons will be aligned to Common Core state standards and each teacher will follow a pacing guide throughout the year, making adjustments as needed.	$319,296.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Differentiated professional development by PLC group or grade levels	Collaboration between grade levels/PLCs and administration will take place to determine the greatest needs for differentiated professional development in areas including, but not limited to: reading, writing, math, social emotional support, quality first-tier strategies, etc. This need was developed from feedback from teachers directly and also through observation of school wide trainings previously held as whole group grades TK-8. Giving specific skills based on grade levels will allow for more specific and concrete trainings.	$10,000.00	No
1.3	Student Chromebooks and iPads	Newcastle will provide 1 device for every student in each classroom. Grades TK and K will be provided access to iPads, grades 1-5 will be provided access to 1 device per student stored in a classroom cart, and grades 6-8 will be provided 1 device to travel between home and school. These devices will allow access to online curriculum and learning opportunities, including iReady, IXL, and other support programs. Each device will be maintained in working order and updated as needed.	$20,000.00	No
1.4	iReady Professional Development and Refresher Training	iReady professional development will be provided through online modules or through personalized Zoom training for all grade levels based on need and usage of the program. New teachers (within two years) will be provided release time to be trained on how to use the iReady platform, analyze data, and deliver diagnostics.	$500.00	No
1.5	Math Adoption of Curriculum	Math textbooks will be reviewed by PLCs/grade level teams and piloted for adoption during the 2025-2026 school year. Grades K-5 and 6-8 will review and make recommendations as appropriate for board adoption June 2026.		No
1.6	Teacher Release Time for Cross-Observations	In coordination with the site principal, teachers may be released from their classrooms to go observe fellow grade level teachers, as well as teachers in other grade levels for best strategies, small group instruction skills, lesson delivery practice, classroom management techniques, etc. These observations will be geared towards collaboration on first-tier practices.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Chromebooks and Hotspots	Though all students will be provided witih a device for school use, additional devices will be purchased and sent home for families of students identified as unduplicated pupils in grades TK-5. Newcastle Elementary will also provide hotspots to the same families in grades TK-8 to allow for internet connectivity. These supports should allow students the ability to complete homework at home, and also allow for the growth and development of technology skills in a location that may normally be without connectivity. Students in need of devices for home use and/or hotspots will have these provided on an as-needed basis.	$1,000.00	Yes
1.8	English Language Learner Master Plan	The English Language Learner Master Plan is revised, monitored, and implemented yearly by the Director of Student Services. This plan takes input from different educational partners and is revised each fall to math the needs of qualified EL students with supports and resources. The implementation of the English Language Learner Master Plan is a service provided solely for students who qualify as ELL.	$20,030.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide students with targeted and tiered intervention and a variety of enrichment opportunities.	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.

While the goal in every classroom is to provide rich and robust classroom lessons for all students through quality tier-one instruction, Newcastle has a great need to provide expanded learning opportunities for a variety of students, including those who are above grade level academically, those who are below grade level academically, and those who have deep interests outside of the required subject matter. Providing students with enrichments and interventions allows teachers to meet the needs of students in a variety of ways, both during the school day and outside school hours. CAASPP scores in ELA have decreased for multiple years and iReady data identifies approximately 10% of the student population reading at 2 or more grade levels behind. While Math CAASPP score have increased over the past few years, iReady data identifies approximately 9% of the student population at 2 or more grade levels behind. Intervention programs after school have been proven successful in both math and reading based on internal data collection. Alternately, Newcastle has seen growth in the number of students who are signficantly above grade level and/or demonstrate the qualities of a GATE type student and require additional enrichment opportunities during the school day as well as after school. Finally, while the English language learner population is decreasing overall, a need has been demonstrated to provide additional supports to students identified as EL, regardless of the grade level. 6 students are currently designated as EL and have yet to pass the ELPAC after more than 2 years of attempts and internal data shows a need for practice in the areas of reading and writing, while listening and speaking results are much higher overall. The actions steps in Goal #2 help support meeting the needs in all identified areas of intervention and enrichment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	iReady Data: Reading	iReady diagnostic data for the end of the 2024 school year indicates	iReady reading diagnostic data for the end of the	End of the year iReady reading diagnostic data for	End of the year iReady diagnostic data in reading for	Students who are 2 or more grade levels behind and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		13% of students in all grades 1-8 are 2 or more grade levels below and in the "red" status. 28% of students are 1 grade level behind and in the "yellow" status. Diagnostic data at the end of the 2024 school year also indicated that 26% of SED students are "yellow" status and 24% of SED students are "red" status.	2025 school year indicates 12% of students in all grades 1-8 are 2 or more grade levels below and in the "red" status. 24% of students are 1 grade level behind and in the "yellow" status. Diagnostic data at the end of the 2025 school year also indicated that 20% of SED students are "yellow" status and 21% of SED students are "red" status.	the end of the 2026 school year was moved to the end of Tri 2 because not all classes will give the end of the year data and will use CAASPP data instead. End of Tri 2 data indicates 16% of students in all grades 1-8 are 2 or more grade levels below and in the "red" status. 23% of students are 1 grade level behind and in the "yellow" status. Diagnostic data also indicated that 19% of SED students are "yellow" status and 20% of SED students are "red" status.	all students in grade 1-8 will show that less than 10% of students in "red" status, which indicates 2 or more years behind grade level, and 25% of students or less are "yellow" status which inidicates 1 grade level behind. Diagnostic data will also show that 20% or less of SED students are in "yellow" status and 20% or less of SED students are "red" status.	in the "red" status increased by 3%. Students who are 1 grade level behind and in the "yellow" status improved by 5%. SED students in the "yellow" status improved by 7% and SED students in the "red" status improved by 4%.
2.2	iReady Data: Math	iReady diagnostic data for the end of the 2024 school year indicates 13% of students in all grades 1-8 are 2 or more grade levels below and in the "red" status. 33% of students are 1 grade level behind	iReady math diagnostic data for the end of the 2025 school year indicates 7% of students in all grades 1-8 are 2 or more grade levels below and in the	End of the year iReady math diagnostic data for the end of the 2026 school year was moved to the end of Tri 2 because not all classes will give	End of the year iReady diagnostic data in math for all students in grade 1-8 will show that less than 10% of students in "red" status, which indicates 2 or more	Students who are 2 or more grade levels behind and in the "red" status improved by 3%. Students who are 1 grade level behind and in the "yellow" status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and in the "yellow" status. Diagnostic data at the end of the 2024 school year also indicated that 43% of SED students are "yellow" status and 14% of SED students are "red" status.	"red" status. 29% of students are 1 grade level behind and in the "yellow" status. Diagnostic data at the end of the 2025 school year also indicated that 48% of SED students are "yellow" status and 14% of SED students are "red" status.	the end of the year data and will use CAASPP data instead. End of Tri 2 data indicates 10% of students in all grades 1-8 are 2 or more grade levels below and in the "red" status. 36% of students are 1 grade level behind and in the "yellow" status. Diagnostic data also indicated that 37% of SED students are "yellow" status and 15% of SED students are "red" status.	years behind grade level, and 25% of students or less are "yellow" status which inidicates 1 grade level behind. Diagnostic data will also show that 30% or less of SED students are in "yellow" status and 10% or less of SED students are "red" status.	increase by 3%. SED students in the "yellow" status improved by 6% and SED students in the "red" status increased by 1%.
2.3	SST Meeting Tier 2 Teaching Strategies Log	Baseline data to establish the percentage of teachers who participate in SST meetings and use suggested Tier 2 teaching strategies in the classroom needs to be established as this is a new metric.	Through observational data and from data collected on SST follow-up forms, 91% of teachers who participated in SST meetings used the suggested Tier 2 strategies in the classroom.	In the 2025-26 school year, 30 students were referred for SST meetings. Out of those meetings, 96% of teachers implemented suggested Tier 2 teaching strategies in the classroom.	Observational data will show 80% of teachers who participated in SST meetings using suggested Tier 2 strategies in the classroom.	A baseline was established and exceeded the Target for Year 3 Outcome. The baseline was 91% of teachers used Tier 2 strategies following an SST meeting and current data indicates 96% of teachers used Tier 2 strategies,which

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						show growth of 5%.
2.4	Intervention Class Schedule	The intervention class schedule for 2023-2024 showed that intervention was offered for grades 3-5 in math specifically.	The intervention class schedule indicated intervention classes were offered for grades 3-5 in math and grades 1-2 and 3-4 in reading.	The intervention class schedule indicated intervention classes were offered for grades 3-8 in math. No classes were offered for reading.	The intervention class schedule will show offerings in both math and reading in grades 3-5 and reading for grades 1-2.	Intervention class in math remained the same for grades 3-5, increased to include grades 6-8, and were not added for grades 1-2. Intervention class for reading did not occure due to a lack of teachers available to run the intervention.
2.5	Enrichment Master Sign-Up List	The enrichment master sign-up list showed that enrichments were offered each trimester in grades K-2, grades 3-5, and also grades 6-8. It also showed that at least 20 different offerings took place during the school year.	The enrichment master sign-up list indicated that enrichment offerings were available each trimester to students in grades K-2, 3-5, and grades 6-8. Throughout the school year, there were 30 enrichment class offerings.	The enrichment master sign-up list indicated that enrichment offerings were available each trimester to students in grades K-2, 3-5, and grades 6-8. Throughout the school year, there were 28 enrichment offerings.	The enrichment master sign-up list will show that enrichments will be offered each trimester to students in grades K-2, grades 3-5, and also grades 6-8. Enrichment offerings will remain at at least 20 for the school year or more.	Enrichment offerings were available in all grade level bands. 8 more offerings were available over the baseline of 20. This is also a maintenance of offerings in each grade level band.
2.6	GATE Student Roster	GATE testing has not occurred since before Covid. Zero students in grades 4-7 who have earned the qualifying	GATE testing was completed in 4th grade only for all 4th graders who earned the	GATE testing was given to a partial group of qualified 4th graders with the rest to be	All students in grades 4-7 who have earned the qualifying CAASPP scores	GATE testing and qualification has maintained growth of one grade level from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP scores have been invited to assess for GATE qualification. Zero students remain on the GATE list from previous years.	qualifying CAASPP scores. 6 students total qualified for the GATE program. None of the students who qualified have a GATE plan on file.	assessed in August 2026. The GATE roster was updated.	will be invited to assess for GATE qualfication. Each qualifying GATE student will have a completed GATE plan on file by October break.	and continues to add to the total number of students qualified each year since the baseline, which has grown from 0 to 13.

Goal Analysis [2025-26]

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.

Goal #2: The district made significant progress in implementing our planned actions while adapting to the emerging needs and challenges throughout the year.

Successful Implementation:
Action 2.2 .10 FTE EL Teacher: A 10% English language learner teacher was implemented for the entire school year, with a focus of working directly with students who scored a 1 or 2 on the most recent ELPAC in a pull-out model.
Action 2.4 Extended School Day for Intervention: Intervention was provided for the entire school year after school by certificated teachers. In grades 6-8, intervention was provided through an after-school study hall, which addressed all 4 core subjects. In grades 3-6, students were invited to a math intervention based on iReady scores and in-class data.
Action 2.5 Intervention Curriculum and Materials: All supplies and program materials needed to run effective intervention were purchased, including iReady, Reflex math, SIPPS supplemental materials, manipulatives, etc.
Action 2.6 Enrichment and Extra-Curricular Stipends: The enrichment and extra-curricular program continued to grow in offerings for the 25-26 school year. All positions requiring stipends were paid, and all planned programs and positions were filled.
Action 2.8 Instructional FLEX Aides: FLEX aides pushed into classrooms in all grades, first through eighth, and provided direct support during FLEX time. Aides were involved in running small groups within the classroom, pulling small groups outside of the classroom for intervention, and/or working with students in a 1:1 setting, all at the direction of the classroom teacher.

Implementation Challenges (Partially Implemented):
Action 2.9 SST Supplies and Materials: Though the funding was provided, there were enough materials in the SST supply closet from last year to carry through the 25-26 school year. No new purchases for materials were needed, but the materials previously purchased were used during SST meetings.

Action 2.10 GATE Materials and Tests: Partial GATE assessments occurred in grade 4, and a new GATE student roster was established. But enough tests were left over from 24-25 so no new purchases were needed.

Modified Implementation (Partially Implemented):
No Actions in Goal #2 were changed or modified mid-year.

Non-implemented Actions:
Action 2.1 0.8 FTE Reading Intervention Teacher: This goal was discontinued because it was funded by one-time monies that expired and not renewed.
Action 2.7 Universal Design for Learning Training: Staff and administration did not have the capacity to completely invest in UDL training during the 25-26 school year. UDL training will be reviewed moving forward to determine if it will continue to be a need for staff.
Action 2.3: This action was previously removed but included here to ensure all actions were accounted for.

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

The following actions indicated a material difference between the budgeted expenditure and the estimated actual expenditure:
Action 2.4 Extended Day for Intervention: This expenditure was higher than budgeted because the intervention program grew significantly, adding 4 teachers and over 50 students.
Action 2.6 Enrichment and Extra-Curricular Stipends: This expenditure was higher than budgeted because a large number of additional sessions were added to the program to meet the greater demand of students who wished to participate in an after-school event. Previous enrichment teachers were able to be paid for their time instead of making it all volunteer, which was another reason the total number of sessions increased.
Action 2.7 Universal Design for Learning: This expenditure was lower than budgeted because it did not occur this year.
Action 2.9 SST Supplies and Materials: This expenditure was lower than budgeted because the district was able to meet all student needs with existing materials and did not need to purchase additional supplies.

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

Goal #2: Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal #2, as demonstrated by both quantitative data and qualitative indicators.

Actions Demonstrating Strong Effectiveness:
Action 2.2 English language learner teacher: EL students working directly with the EL teacher demonstrated significant growth in the acquisition of English. All students increased reading scores by at least one grade level, and all students met or exceeded 100% of iReady growth goals in reading.
Action 2.4 Extended School Day for Intervention: All students who met the requirements for intervention were given individualized invitations to attend for support in math in grades 3-6. Over 90% of students who attended were able to complete the program and attend for the entire 25-26 school year. Study hall provided to students in 6-8 grades was utilized sporadically by a number of students, especially those

completing credit recovery assignments, where over 90% of students in grades 6, 7, and 8 were passing, and all students in grade 8 were eligible for graduation.
Action 2.5 Intervention Curriculum and Materials: Programs such as iReady, Reflex, and SIPPS provided teachers and administration with data that was used all year to identify those in need and intervention and then track the progress of all students. These programs were used by all teachers in grades 1-8, and data was constantly reviewed by teachers and administration at each trimester interval.
Action 2.6 Enrichment and Extra-Curricular Stipends: All enrichment programs and extra-curricular clubs, and sports positions were filled and all stipends were paid. Students in all grade levels were provided the opportunity to participate and the number of activities offered surpassed district goals. Informal data from parents and staff indicate the extra-curricular programs provided needed supervision after school for students, as well as the chance to increase academic proficiency and experience the benefits of being involved in a team sport.
Action 2.8 Instructional FLEX Aides: Every classroom was able to benefit from the support and instruction/intervention provided by FLEX aides to UPP students. The work of the FLEX aide was mainly completed in small groups pushed into classrooms. 100% of UPP students were directly engaged with a FLEX aide daily.
Action 2.9 SST Supplies and Materials: At 100% of SST meetings, requested intervention items by the SST team were provided to teachers. This included, but was not limited to: timers, weighted blankets, sticker charts, fidgets, therabands, and wiggle seats.
Action 2.10 GATE Materials and Tests: 100% of students who qualified through CAASPP scores in 4th grade were given the GATE assessment via the OLSAT 8. Out of that group, 60% qualified as GATE eligible.

Actions Demonstrating Emerging Effectiveness or Somewhat Effective:
Action 2.10 GATE Materials and Tests: Only a portion of students who qualified through CAASPP scores in 4th grade were given the GATE assessment via the OLSAT 8. The rest have moved testing to the start of 5th grade in September 2026.

Actions Not Achieving Desired Outcomes in Year 2:
Action 2.1 was eliminated due to the grant funding expiring, therefore it had no desired outcome.
Action 2.3 was eliminated and did not continue as an action and is missing from this list intentionally.
Addiction 2.7 Universal Design for Learning Training: Because the district decided to postpone this training, it was not implemented, therefore, it was ineffective. It will be reevaluated with new administration in the 2026-27 school year.

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.

The following modifications are based on our analysis of implementation effectiveness, outcome data, and emerging needs throughout the current year to ensure continuous improvement toward achieving the goal.

Change to Metric 2.1: Instead of collecting end-of-year data for iReady reading, the district moved data collection to the end of trimester 2. Most 3rd - 8th grade teachers determined their students were being overly assessed by completing CAASPP and iReady back-to-back. The iReady data was based on compliance and not effort, so scores were not completely accurate as students had no incentive to try their hardest. Therefore, the last required iReady assessment was given at the end of trimester 2 and end-of-year became optional.

Change to Metric 2.2: Instead of collecting end-of-year data for iReady math, the district moved data collection to the end of trimester 2. Most 3rd - 8th grade teachers determined their students were being overly assessed by completing CAASPP and iReady back-to-back. The iReady data was based on compliance and not effort, so scores were not completely accurate as students had no incentive to try their hardest. Therefore, the last required iReady assessment was given at the end of trimester 2 and end-of-year became optional.

No changes or modifications were made to goals or expected outcomes.

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	0.8 Reading Intervention Teacher	This action has been discontinued.		No
2.2	.10 EL Teacher	While Newcastle Elementary traditionally has a small student population of English language learners, the need still exists to have targeted instruction based on the results of the ELPAC assessement. Current scores show a need for support and targeted instruction in the areas of reading and writing. Teacher feedback and student achievement scores also indicate reading and writing as the most needed areas for support. The EL teacher will provide additional lessons and instruction beyond the current intervention being offered during classtime, during FLEX time, and/or during after school intervention and homework club.	$10,000.00	Yes
2.4	Extended School Day for Intervention	There is an overlap between students in need of intervention and students who are identified as unduplicated pupils. Intervention classes, and round of intervention will be provided to students throughout the school year. Small groups of UPP students will be provided intervention after school in 6 week rotations and if any open seats are available, they will be offered to general education students.	$6,110.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Intervention Curriculum and Materials	Intervention will be planned for students during the school day through FLEX time and also during the course of academic instruction, and will also be planned for after school through rounds of intervention and specialized support classes. These intervention activities require materials, subscriptions, and resources to be able to reach students effectively and provide them with data-driven instruction. Curriculum and materials may include iReady, Reflex math program, manipulatives, small group readers, additional SIPPS binders, etc.	$3,000.00	No
2.6	Enrichment and Extra-Curricular Stipends	In order to effectively provide enrichment activities and extra-curricular coaches and leaders, a schedule of stipends needs to be implemented to support those adults giving their extra time after working hours to supervise students. As the enrichment program continues to grow, more funding will need to be alloted to the stipend schedule to cover all the after school activites that students are engaged in.	$5,498.00	No
2.7	Universal Design for Learning Training	Based on teacher feedback and in consultation with the special education department, one need that presented itself was to have training for all staff in Universal Design for Learning. Many years ago, Newcastle teachers were trained on UDL principles and they were incorporated into the SST program. Since that training, there has been no further professional development or work done around UDL and the work of UDL has been removed from the SST process. As student needs increase in general education as well as special education, Universal Design for Learning training may help teachers work more effectively with their classroom populations.	$2,000.00	No
2.8	Instructional FLEX Aides	In the master schedule, every class has time during the school day to stop general instruction and move into an intervention period supported by aides pushing into classrooms to run small group intervention support. Aides will work directly with Unduplicated Pupils during this time in small groups. All UPP direct intervention will be met through FLEX time and the use of instructional aides.	$88,655.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	SST Supplies and Materials	During SST meetings, some students may require specialiized supportive materials as an in-class accommodations, including but not limited to fidgets, wiggle seats, stand-up desks, specialized writing utensils, timers, therabands, weighted blankets, binders, folders, and school supplies. This funding allows for students to receive the support they need directly in the SST meeting and does not require the parent to purchase any items that would help make their student more successful.	$1,000.00	No
2.10	GATE Materials and Tests	As a new GATE student list is created, testing materials for the OLSAT 8 are required to purchase to determine student qualification. Funds are also used to support GATE specific enrichment activites and supplies.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide a safe and positive learning environment and opportunities for student, teacher, parent, and community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Newcastle Elementary has two unique reasons for developing this goal. First, over the past four years, since COVID, the student population for the Newcastle Elementary School District has shifted significantly and many new families have joined the Newcastle community. There have also been additions of new staff members at an almost 50% turnover rate in 4 years, and new board members. With all this change, the desire to grow and connect as a community has been a constant theme while collecting feedback. And second, student overall health has been a focus as more needs have become present both in and out of the classroom. More supports are needed to help these students feel safe and cared for while at school, physically and emotionally. Those supports require resources and manpower to implement. The overall goal is to feel that all educational partners feel like there is a sense of belonging and safety at Newcastle Elementary.
Also, chronic absenteeism numbers declined to 20.1%, a drop of 13% from the previous year, but still a signficantly high number. While Newcastle Elementary ws in the "yellow" status for chronic absenteeism, SED students were in the "orange" status. While there was celebration that those numbers had significantly dropped, that happened concurrently with doing the work of Technical Assistance. For the 2023-24 school year, systems have been put in place that were developed through, and with, the Technical Assistance team. Forms that were developed are now in place and are being used, systems for attendance reporting and tracking have been streamlined, and as of P2 over 200 students district-wide (out of 500) were being tracked bi-weekly. Administration will continue to track data bi-weekly for all students while also identifying and tracking SED students specifically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	For the 2023-2024 school year, Newcastle Charter had a chronic absenteeism rate of	Based on 2024 California School Dashboard data, Newcastle	For the 2025-2026 school year, Newcastle Charter has a chronic	Newcastle Elementary will have a chronic absenteeism rate	Chronic absenteeism decreased 17.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		20.6%.Attendance rates for all students was 95.2%.	Elementary had a chronic absenteeism rate of 9.4%. Based on internal data, attendance rates for all students was 96.5%.	absenteesim rate of 2.7%, a decrease of 7.1% and a status of "blue." The SED student subgroup were green, while white and Hispanic subgroups were "blue." All other subgroups are too small to report.	of 9% or less and a schoolwide attendance rate of 96% or higher.	to an all-time low of 2.7%.
3.2	Williams Act	Zero Williams Act complaints have been filed for the 2023-2024 school year.	Zero Williams Act complaints have been filed for the 2024-2025 school year.	Zero Williams Act complaints have been submitted for the 2025-26 school year.	Newcastle Elementary will maintain a rate of zero Williams Act complaints.	There is zero difference in number of students who have dropped out from baseline to current data.
3.3	Facility Inspection Tool Report	The FIT tool overall score is "Exemplary" for school rating. While the overall rating is high, there are still significant areas needed for improvement found throughout the document, including siding repair and bathroom replacement needed.	The FIT tool overall score for 2024-2025 is "Good" and is a school rating of 98.09%	The FIT tool overall score for 2025-26 is "Good" and has a school rating of 97.76%.	The FIT tool overall score will remain "Exemplary." Within the report, all major repairs listed for the 2023-2024 school year will be completed.	The FIT tool indicates a decrease in one rating level from the baseline, moving from "Exemplary" status to "Good" status.
3.4	Staff Surveys	Staff survey results indicate 22/27 questions asked resulted in a satisfaction/agree rate of 80% or higher. Areas	Based on a modified survey, staff survey results indicate /12 questions asked resulted in a	Based on a modified survey, staff results indicate all areas show a satisfaction/agree	All survey questions will show a satisfaction/agree rate of 80% or higher.	Survey results show an improvement in staff responses. Only 1 survey question item fell

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		not scoring 80% or higher included school rules, food options, seeking input, and cleanliness.	satisfaction/agree rate of 80% or higher. The only area not scoring 80% or higher was healthy food choice options.	rate of 80% or higher.		below the 80% satisfaction/agree rate, which is an improvement of 4 categories.
3.5	Parent Surveys	Parent survey results indicate 24/28 questions asked resulted in a satisfaction/agree rating of 80% or higher. Areas not scoring 80% or higher included food options, seeking input, resolving conflicts, and resources.	Parent survey responses indicate a satisfaction/agree rate no lower than 91.6%. Parent participation rates in school events or activities was 84% and attendance rates for parent teacher conferences was 92%, for an average of 88%.	As determined by district administration and based on the request of the Superintendent and Director of Student Services, no parent survey was sent out for 2025-26. New administration will begin with the 2026-27 school year and a new LCAP will be developed. Administration wishes to wait until then to survey parents. Site Council served as the avenue to collect parent input throughout the year. Parent teacher conference attendance rates were 92.5%.	All survey questions will show a satisfaction/agree rate of 80% or higher. Parent participation rates in school events/activities will be 90% or higher.	Because a survey was not sent out to parents the baseline data remains the same from the year prior as no new data is available. Satisfaction results reamin at 91.6%, which is growth of 11.6% overall. Data was collected from attendance rates for parent teacher conferences, which was 92.5%, growth of 12.5% from the goal of 80%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	General Education Counseling Schedule	For the 2023-2024 school year, the counselor was serving 15 general education students.	For the 2024-2025 school year, the counselor was serving 25 general education students.	For the 2025-26 school year, the counselor served 51 general education students.	The counselor will serve at least 25 general education students throughout the school year.	From baseline data, the counselor has increased student sessions by 36 students.
3.7	Catapult User Reports	Catapult has been purchased and built at the district office level, but has not been pushed out to staff to use in drills or practice for a real emergency setting. Currently zero staff members are using Catapult during drills or emergencies.	The number of staff using Catapult remains zero as Catapult was discontinued mid-year.	The contract with Catapult has been cancelled and the district moved to Parent Square for all notifications and communication with parents. This year there have been 2 trainings for staff and a 100% implementation rate in classrooms.	100% of staff members will use Catapult as the emergency communication system during drill and/or emergencies.	Though the district has changed notification platforms from Catapult to Parent Square, the metrics are still being measured the same. 100% of staff have moved from no implementing to full implementation for communication. No staff members have used the platform for emergencies or drills yet.
3.8	Middle School Drop Out Rates	Newcastle Charter School has zero students who have dropped out of middle school for the 2023-2024 school year.	Newcastle Charter School had zero students who dropped out of middle school for the 2024-2025 school year.	Newcastle has zero students who have dropped out of middle school for the 2024-2025 school year.	Newcastle Charter School will maintain zero students in middle school who have dropped out.	There is zero difference in number of students who have dropped out from baseline to current data.
3.9	Student Surveys	A baseline needs to be established in 2024-2025 to identify survey student response data	Newcastle Elementary gave an internal survey instead of the California Healthy	Student survey responses indicated that zero areas fell below an 80%	Student responses to the California Healthy Kids Survey will indicate 80% or higher of	Student survey responses did not have an established baseline until Year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		about safety and school connectedness.	Kids Survey. Student survey indicated out of 12 areas, the following fell below an 80% satisfaction/agree rate: cleanliness of facilities, healthy food options, and safety from bullying.	satisfaction/agree rate, with the most significant growth in healthy food options.	students feel safe at school and 80% or higher of students will feel connected to school.	1, where 12 areas fell below 80% satisfaction rate. Currently zero areas fall below the 80% satisfaction rate.
3.10	Suspension Rate	End of the year 2024 data indicated total suspensions were: TK-2: 3 3-5: 5 6-8: 7	End of the year 2025 data indicated total suspensions were: TK-2: 3 3-5: 3 6-8: 12	End of the year 2026 indicated total suspensions were: TK-2 = 1; 3-5 = 2; 6-8 = 15.	Suspension rates will be the following or lower: TK-2: 2 3-5: 3 6-8: 3	Suspensions decreased by 2 in grades TK-2, decreased by 3 in grades 3-5, and increased by 8 in grades 6-8.

Goal Analysis [2025-26]

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 district made significant progress in implementing our planned actions while adapting to the emerging needs and challenges throughout the year.

Successful Implementation:
Action 3.3 Purchase SEL Curriculum and Training: The district purchased Second Steps as the SEL curriculum for the 24-25 school year. All students in grades K-8 were taught SEL lessons each Monday morning using Second Steps.
Action 3.4 Go Guardian Program and Training: Go Guardian was purchased and implemented by all classrooms using student devices in the classrooms (grades 1-8). The site principal and the Director of Student Services monitored the program all day and all night through timely responses to student alerts. Teachers were provided with training by the Director of Technology at a staff meeting in September 2024.
Action 3.5 General Education Counseling Time: A full-time counselor continued to provide services to all Newcastle students. UPP students were prioritized and were able to access the counselor and be scheduled before general education students. For the 24-25 school year, 100% of UPP students who needed to have a session, either individual or group, with the counselor were able to.

Action 3.6 PBIS Reward System: The “Stellar Knight” program continued to be successful with all students in grades TK-8, with an increase in rewards and prizes redeemed over the prior year, especially students using Stellar Knight cards to earn take-out lunch as a reward for positive behavior.
Action 3.7 Library Technician: The library technician position was filled all year for the 24-25 school year, and the library was more accessible by students and teachers than it had been in the past 5 years. Classes were scheduled weekly, as well as during lunch for the older students.
Action 3.8 New Parent Event: Multiple new parent events were held in the 24-25 school year, some provided through PTC and others provided through site administration. The goal of providing one new event was surpassed.

Implementation Challenges (Partially Implemented):
Action 3.1 Digital Citizenship Program: A digital citizenship program was selected and agreed upon for use in grades 6-8. While teachers were able to have input on the program and the implementation, the lessons were not completed by the end of the school year and will start in August of the 2025-26 school year.

Modified Implementation (Partially Implemented):
No Actions in Goal #3 were changed or modified mid-year.

Non-implemented Actions:
Action 3.2: Because of poor communication and the lack of ability to meet the safety and communication needs of the district, Newcastle decided to move on from Catapult and spent the year setting up Parent Square instead. This action will be changed in title from Catapult to Parent Square, moving forward with the first training date for staff occurring at one pre-service work day for all staff in August 2025.

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

The following actions indicated a material difference between the budgeted expenditure and the estimated actual expenditure:
Action 3.1 Digital Citizenship: This expenditure was lower than budgeted because no new materials or supplies were needed to create the program and the program was implemented for free.
Action 3.2 Catapult Training: This expenditure was lower than budgeted because the district discontinued services with Catapult and instead have moved the safety and communication platform to Parent Square, which was fully implemented during the school year. There was no need to train staff on Catapult.
Action 3.8 New Parent Event: This expenditure was lower than budgeted because PTC ended up funding the event instead of the district, so zero dollars were spent from the district.

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

Goal #3: Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal #3, as demonstrated by both quantitative data and qualitative indicators.

Actions Demonstrating Strong Effectiveness:

Action 3.1 Digital Citizenship Program: Teachers in grades 6-8 were provided a new curriculum for Digital Citizenship and it was implemented in 100% of the middle grades classrooms.
Action 3.3 Purchase SEL Curriculum and Training: TK-5 continued to use Second Steps with fidelity each week on SEL Mondays. Teachers in grades 6-8 reported the change in curriculum was much more effective for the middle grades.
Action 3.4 Go Guardian Program and Training: 100% of teachers in grades 1-8 were effectively using GoGuardian in the classroom to monitor real-time student usage of their devices as monitored by district administration. 100% of student alerts sent to the district were reviewed and acted on within 24 hours of receiving the notification. Staff feedback indicated that GoGuardian was the only way for teachers to know exactly what each student was doing online during class time and at home for those using district student accounts after school hours.
Action 3.5 General Education Counseling Time: While student conversations with the school counselor were protected and not reportable, therefore difficult to measure effectiveness, it was reported that 100% of UPP students in need of counseling support were able to have a session or continued sessions with the counselor.
Action 3.6 PBIS Reward System: Students continued to work toward earning Stellar Knight cards for positive behavior. The office indicated a 15% increase in both rewards collected by students and group lunch rewards. 100% of teachers distributed Stellar Knight cards, and observational data indicated an increase in card printing over the previous year as a significant increase in office lunch parties occurred.
Action 3.7 Library Technician: The library started to collect circulation data and indicated almost 9000 books were in circulation for the school year. Though previous data was not collected, observational data indicated a major increase in the number of books checked out by students and staff. The library continued to provide a safe space for students who wanted to read instead of playing during lunch recess.
Action 3.8 New Parent Event: At least one new parent event was added this year, increasing the involvement of parents with the school in a positive and productive manner. One notable event/activity was “Good News Knights” where teachers would be sure to send home positive feedback for students through a new notification system. Parents reported appreciating hearing kind words about their child.

Actions Demonstrating Emerging Effectiveness or Somewhat Effective:
No actions demonstrated emerging or somewhat effectiveness.

Actions Not Achieving Desired Outcomes in Year 2:
Action 3.2 Catapult Training for Staff: During the 25-26 school year, the district discontinued services with Catapult and implemented Parent Square instead. 100% of staff used Parent Square during the year for parent communications. Catapult was not effective, but Parent Square was.

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.

Goal #3: The following modifications are based on our analysis of implementation effectiveness, outcome data, and emerging needs throughout the current year to ensure continuous improvement toward achieving the goal.

Modified Action 3.7 Catapult User Reports: During the 2024-25 school year, the district made a change and adopted Parent Square as its communication and emergency platform instead of Catapult. Parent Square was fully implemented in 2025-26 and training was provided to all staff. 100% of staff used Parent Square during the school year as the primary communication tool with families.

Modified Metric 3.2: This metric has been changed from Catapult to Parent Square.

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
3.1	Digital Citizenship Program	As more curriculum and learning programs are available through a digital platform, more students are using school provided devices to access these learning portals and are connected to the internet while doing so. As access to technology continues to grow, feedback has been that it is important for students to receive education about the benefits and pitfalls of the internet, how to identify credible sources, how to prevent online bullying etc. In coordination with Technology Director, lessons would be provided to teachers through a variety of delivery models.	$350.00	No
3.2	Catapult Training for Staff	Catapult has been selected as the emergency communication platform for Newcastle Elementary School District. It has only been partially implemented and training is needed for all staff to be able to use the application to it's capacity. In the event of a true emergency, and not a drill, all staff will need to know how to communicate effectively and effeciently to keep students accounted for and safe.	$0.00	No
3.3	Purchase SEL Curriculum and Training	A unified social-emotional curriculum is needed to meet health and wellness standards for all grades K-8, as well as work to equip students with strategies to navigate their world in a healthy and productive manner. The SEL curriculum used will focus on respect, kindness, and safety, which are all critical components of a healthy campus and community. Some teachers are new and are not trained in the usage of an SEL curriculum. These teachers will need release time and time to plan with their grade level partner for a year of lesson implementation.	$1,960.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Go Guardian Program and Training	Go Guardian is on online filter run by the district office that oversees the use of every student Chromebook on campus and at home. It allows the district to not only monitor each site students are visiting and all online activity, but also to set parameters of times these devices can be used and sites students can and cannot have access to. It is a critical component of safety as it also send urgent alerts for keywords that indicate the student may be seeking information on self-harm, including suicide. Teachers and parents have come to rely on Go Guardian to keep careful watch on all Chromebook activity and the program needs to be monitored daily by district and site administration as all alerts need immediate attention. Some new teachers need training on how to fully implement Go Guardian in their classrooms, and veteran teachers have requested a refresher training as well.	$4,300.00	No
3.5	General Education Counseling Time	The Newcastle Elementary site counselor will work directly with students in general education and will prioritize placement for those who are designated as Unduplicated Pupils. While there are still more student needs than counseling time available, UPP students will be guaranteed services and counseling time as determined by the site administration team, teachers, and the counselor.	$38,046.00	Yes
3.6	PBIS Reward System	In the 2023-2024 school year, PBIS expanded into a successful program utilizing the "Stellar Knights" program that allows students to trade in Stellar Knight tickets for a menu of prize options. After many years of trying different models of rewards systems for students, this format is the one that is most effective and working for students to encourage positive behavior on campus. The Stellar Knight reward cart and lunch time reward options need funding to be able to continue and based on student and teacher feedback, it is worth planning for and continuing for the next few years.	$1,200.00	No
3.7	Library Technician	Starting in the 2024-2025 school year, Newcastle Elementary will be resestablishing the library technician position. This role will not only allow access for all classes to the library, but is the central hub for other wellness and community activities that need planning and coordination. These	$16,039.00	No

Action #	Title	Description	Total Funds	Contributing
		include, but are not limited to, free book give-aways for all grades, hosting the Scholastic Book Fair, serving as a lunchtime hub for students who would rather read than play at lunch recess, running literacy campaigns, and providing messages of wellness and health in the center of campus. This position will be part time and all students and teachers on campus will have access to the library because of the newly implemented staffing.		
3.8	New Parent Event	Site Council, which also serves as the LCAP Parent Committee, created a substantial list of activities that could be possibilities for parent engagement on campus. Some ideas included a career fair, family picnic days, online safety trainings, movie nights, culminating experiences at the end of enrichments, etc. These ideas were supportive of fostering a healthy partnership with parents and the goal was set to implement one idea per year minimum outside of PTC activities. In order to accomplish that goal, funding will need to be provided for materials to support such events.	$450.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$117,460	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.374%	3.206%	$110,172.17	6.580%

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
2.8	**Action:** Instructional FLEX Aides **Need:** According to iReady results, 42.5% (23/45) of students with reading scores in the red (two or more years below grade level) are unduplicated students (SED, EL, and FY). **Scope:**	Each day, intervention aides will push into the classroom during FLEX time (or intervention and enrichment time). Aides will work directly with unduplicated pupils in small groups or individually to provide targeted instruction in math and reading. Intervention needs and groupings will be determined by iReady diagnostic scores and placement. While the focus of this action is to provide support for UPP students, all students needing support during intervention and enrichment time will be supported by the	Metric 2.1: iReady reading data, and Metric 2.2: iReady math data

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
	Schoolwide	instructional FLEX aides, therefore this action will be provided on a schoolwide basis.	
3.5	**Action:** General Education Counseling Time **Need:** The school counselor has opened additional counseling spaces for general education students because the need is greater than the resources. All open spots have been prioritized to give students qualified as homeless, foster youth, English languag learners, or socio-economically disadvantaged priority over students not qualified as UPP. Currently, 80% of general education counseling spots are filled with UPP students and no more remain on the waiting list. **Scope:** Schoolwide	The list of counseling referrals is fluid throughout the school year and student names are added and removed every few weeks. During the 2023-24 school year, anywhere from 65-80% of students seeing the counselor were UPP students and UPP students were given priority placement to see the counselor first when a spot opened up. This action will be provided on a schoolwide basis in order to maximize impact.	Metric 3.6: general education counseling schedule, Metric 3.9: student surveys

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
1.7	**Action:** Chromebooks and Hotspots **Need:**	By providing additional Chromebooks for home use, and hotspots for internet connectivity, students are better able to complete homework and families can communicate through email with teachers and office staff. For students, increased	Metric 1.1 and 1.2 will monitor student proficiency scores for CAASPP, Metric 1.3 and 1.4 will monitor growth on the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Unduplicated pupils do not have the same access to technology in the home and feedback has shown a need to provide Chromebooks and hotspots to these families if requested. **Scope:** Limited to Unduplicated Student Group(s)	access to technology and online curriculum should help improve proficiency rates in math and language arts as reflected in CAASPP scores.	California School Dashboard.
1.8	**Action:** English Language Learner Master Plan **Need:** Because the EL student population is so small, it can be easy for this group to fall through the cracks and not receive the services they need. Having a designated administrator revise and ensure implementation guarantees these students receive the services and supports they need. **Scope:** Limited to Unduplicated Student Group(s)	The ELL Master Plan will ensure all students, regardless of grade level or numbers, will receive the same planned services and actions in the general education classroom. EL support within the classroom is needed due to the small number of EL's in each classroom which makes forming small groups for ELD instruction complicated during the general education time.	Metric 1.5: ELPAC student reclassification
2.2	**Action:** .10 EL Teacher **Need:** Newcastle has a small population of ELL students, but all current students have not passed the ELPAC assessment to meet criteria to be reclassified as RFEP. Less than half of the ELL student population is classified as LTEL. **Scope:**	English language learners need direct language instruction support in the 4 main areas of ELPAC: reading, writing, listening, and speaking.	Metric 1.5: ELPAC student reclassification

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.

All limited actions are funded with LCFF funds.

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.

Newcastle Charter School does not have a high concentration (above 55%) of unduplicated pupils, so the additional concentration grant add-on is not applicable.

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		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,481,422	117,460	3.374%	3.206%	6.580%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$536,366.00	$18,568.00	$0.00	$0.00	$554,934.00	$518,674.00	$36,260.00

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
1	1.1	Highly qualified teachers in all academic classes	All	No			All Schools		$319,296.00	$0.00	$319,296.00				$319,296.00	
1	1.2	Differentiated professional development by PLC group or grade levels	All	No			All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.3	Student Chromebooks and iPads	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.4	iReady Professional Development and Refresher Training	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
1	1.5	Math Adoption of Curriculum	All	No			All Schools									
1	1.6	Teacher Release Time for Cross-Observations	All	No			All Schools		$5,000.00	$0.00		$5,000.00			$5,000.00	
1	1.7	Chromebooks and Hotspots	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.8	English Language Learner Master Plan	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$20,030.00	$0.00	$20,030.00				$20,030.00	
2	2.1	0.8 Reading Intervention Teacher	All	No			All Schools									
2	2.2	.10 EL Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$10,000.00	$0.00	$10,000.00				$10,000.00	

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	2.4	Extended School Day for Intervention	All	No			All Schools		$6,110.00	$0.00		$6,110.00			$6,110.00	
2	2.5	Intervention Curriculum and Materials	All	No			All Schools		$0.00	$3,000.00	$3,000.00			$0.00	$3,000.00	
2	2.6	Enrichment and Extra-Curricular Stipends	All	No			All Schools		$5,498.00	$0.00		$5,498.00			$5,498.00	
2	2.7	Universal Design for Learning Training	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.8	Instructional FLEX Aides	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$88,655.00	$0.00	$88,655.00				$88,655.00	
2	2.9	SST Supplies and Materials	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.10	GATE Materials and Tests	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
3	3.1	Digital Citizenship Program	All	No			All Schools		$0.00	$350.00	$350.00				$350.00	
3	3.2	Catapult Training for Staff	All	No			All Schools		$0.00	$0.00		$0.00			$0.00	
3	3.3	Purchase SEL Curriculum and Training	All	No			All Schools		$0.00	$1,960.00		$1,960.00			$1,960.00	
3	3.4	Go Guardian Program and Training	All	No			All Schools		$0.00	$4,300.00	$4,300.00				$4,300.00	
3	3.5	General Education Counseling Time	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$38,046.00	$0.00	$38,046.00				$38,046.00	
3	3.6	PBIS Reward System	All	No			All Schools		$0.00	$1,200.00	$1,200.00				$1,200.00	
3	3.7	Library Technician	All	No			All Schools		$16,039.00	$0.00	$16,039.00				$16,039.00	
3	3.8	New Parent Event	All	No			All Schools		$0.00	$450.00	$450.00				$450.00	

2026-27 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
3,481,422	117,460	3.374%	3.206%	6.580%	$157,731.00	0.000%	4.531 %	**Total:**	$157,731.00
								LEA-wide Total:	$0.00
								Limited Total:	$31,030.00
								Schoolwide Total:	$126,701.00

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	**1.7**	Chromebooks and Hotspots	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.8**	English Language Learner Master Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,030.00	
2	**2.2**	.10 EL Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
2	**2.8**	Instructional FLEX Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$88,655.00	
3	**3.5**	General Education Counseling Time	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$38,046.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,102,435.00	$1,757,326.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highly qualified teachers in all academic classes	No	$1,866,797.00	$1,561,359
1	**1.2**	Differentiated professional development by PLC group or grade levels	No	$10,000.00	$0
1	**1.3**	Student Chromebooks and iPads	No	$20,000.00	$20,799
1	**1.4**	iReady Professional Development and Refresher Training	No	$500.00	$0
1	**1.5**	Math Adoption of Curriculum	No		0
1	**1.6**	Teacher Release Time for Cross-Observations	No	$5,000.00	$3,240
1	**1.7**	Chromebooks and Hotspots	Yes	$1,000.00	$353
1	**1.8**	English Language Learner Master Plan	Yes	$20,030.00	$20,150
2	**2.1**	0.8 Reading Intervention Teacher	No		$0
2	**2.2**	.10 EL Teacher	Yes	$10,000.00	$0
2	**2.4**	Extended School Day for Intervention	No	$6,110.00	$1,924

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	**2.5**	Intervention Curriculum and Materials	No	$3,000.00	$2,306
2	**2.6**	Enrichment and Extra-Curricular Stipends	No	$5,498.00	$7,283
2	**2.7**	Universal Design for Learning Training	No	$2,000.00	$0
2	**2.8**	Instructional FLEX Aides	Yes	$88,655.00	$70,788
2	**2.9**	SST Supplies and Materials	No	$1,000.00	$0
2	**2.10**	GATE Materials and Tests	No	$500.00	$6,983
3	**3.1**	Digital Citizenship Program	No	$350.00	0
3	**3.2**	Catapult Training for Staff	No	$0.00	0
3	**3.3**	Purchase SEL Curriculum and Training	No	$1,960.00	$2,244
3	**3.4**	Go Guardian Program and Training	No	$4,300.00	$4,701
3	**3.5**	General Education Counseling Time	Yes	$38,046.00	$38,816
3	**3.6**	PBIS Reward System	No	$1,200.00	$0
3	**3.7**	Library Technician	No	$16,039.00	$16,380

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)
3	**3.8**	New Parent Event	No	$450.00	$0

2025-26 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)
165,254	$157,731.00	$158,178.00	($447.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Chromebooks and Hotspots	Yes	$1,000.00	323		
1	1.8	English Language Learner Master Plan	Yes	$20,030.00	20,030		
2	2.2	.10 EL Teacher	Yes	$10,000.00	10,000		
2	2.8	Instructional FLEX Aides	Yes	$88,655.00	88,655		
3	3.5	General Education Counseling Time	Yes	$38,046.00	39,170		

2025-26 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)
$3,436,539	165,254	3.	7.809%	$158,178.00	0.000%	4.603%	$110,172.17	3.206%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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