

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newcastle Elementary School District

CDS Code: 31668526031157

School Year: 2022-23

LEA contact information:

Denny Rush

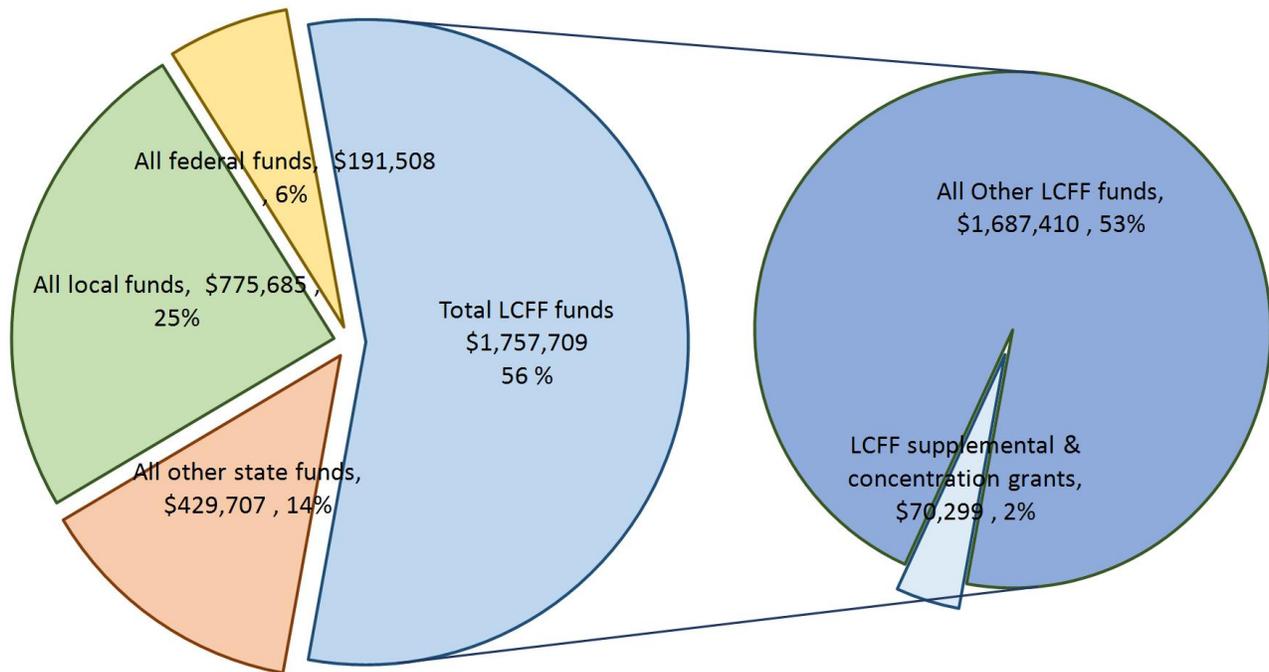
Superintendent

(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 2022-23 School Year

Projected Revenue by Fund Source



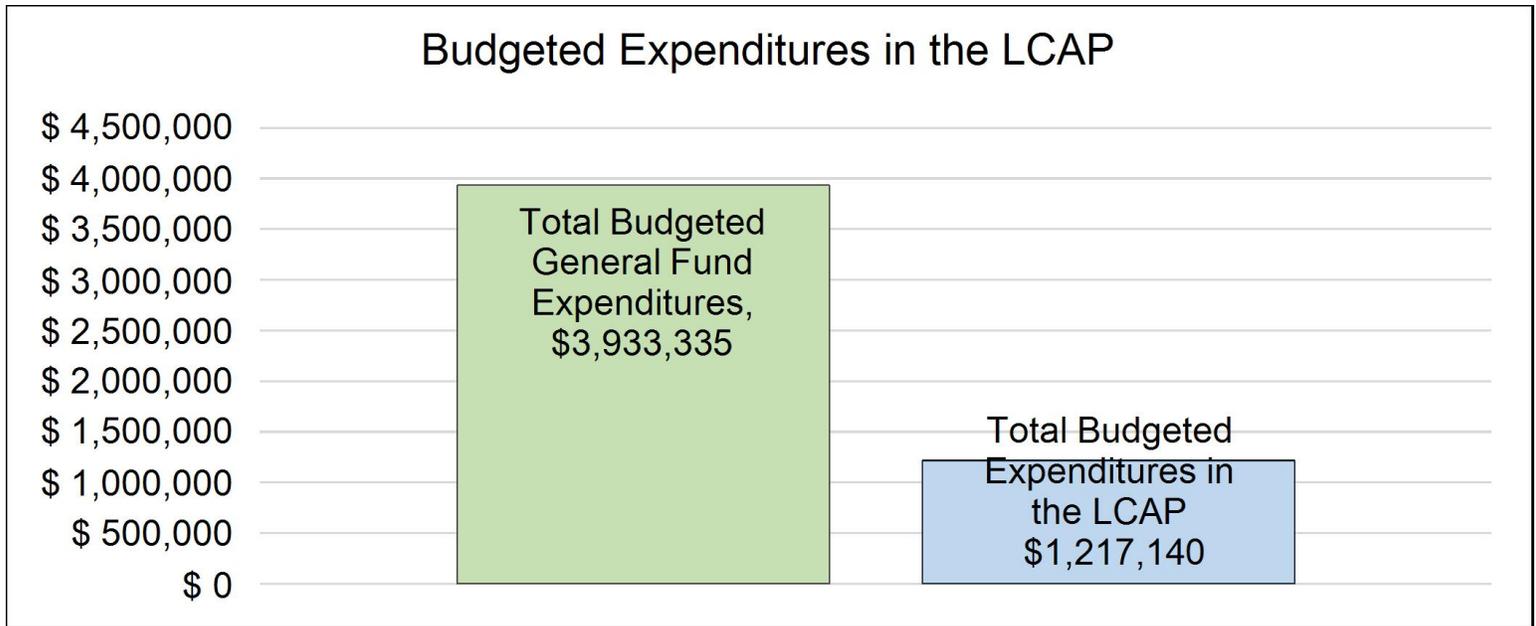
This chart shows the total general purpose revenue Newcastle Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newcastle Elementary School District is \$3,224,859, of which \$1,757,709 is Local Control Funding Formula (LCFF), \$429,707 is other

state funds, \$775,685 is local funds, and \$191,508 is federal funds. Of the \$1,757,709 in LCFF Funds, \$70,299 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 2022-23. 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 \$3,933,335 for the 2022-23 school year. Of that amount, \$1,217,140 is tied to actions/services in the LCAP and \$2,716,195 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

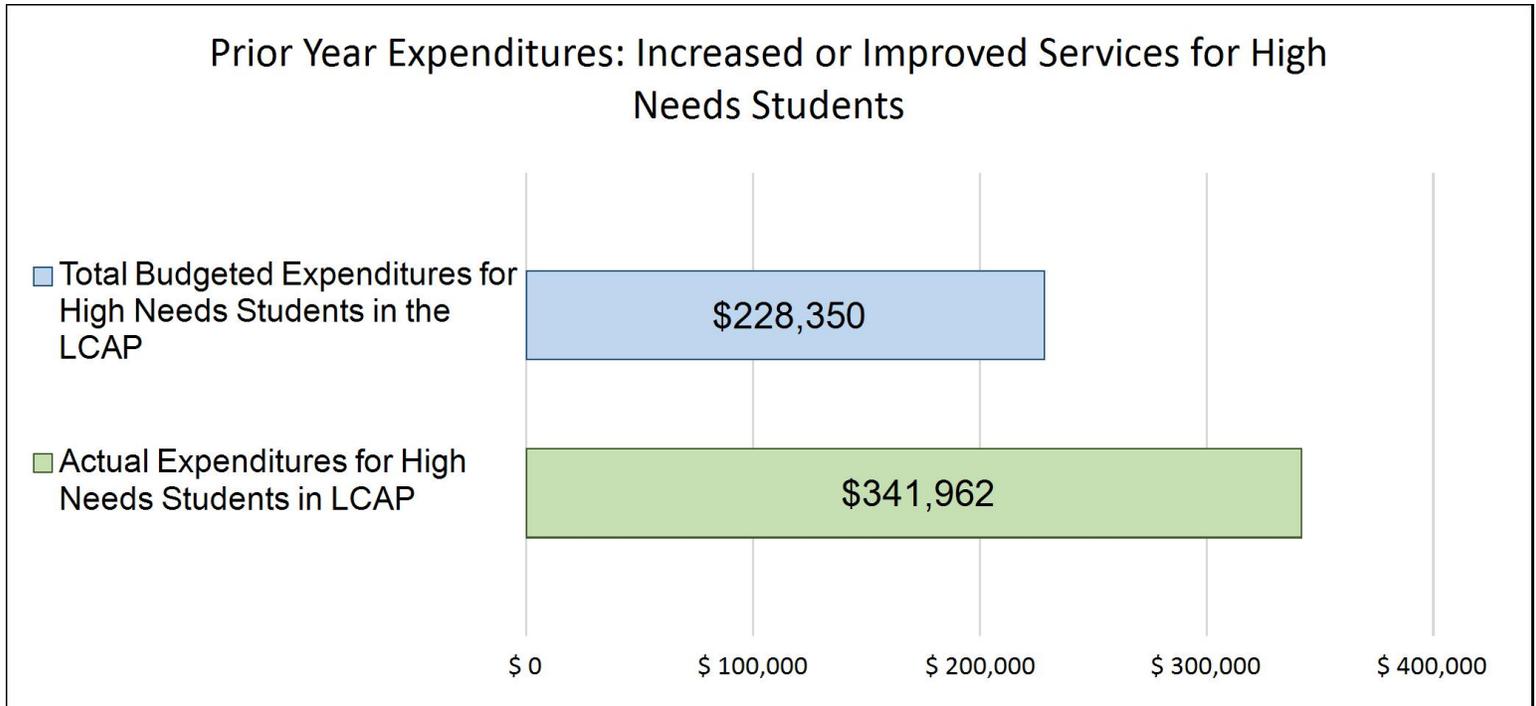
The primary expenses not included in the LCAP are special education, utilities, insurance, audit expenses, management and confidential salaries.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Newcastle Elementary School District is projecting it will receive \$70,299 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 \$95,790 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 2021-22



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 2021-22, Newcastle Elementary School District's LCAP budgeted \$228,350 for planned actions to increase or improve services for high needs students. Newcastle Elementary School District actually spent \$341,962 for actions to increase or improve services for high needs students in 2021-22.

Newcastle spent \$254,695 over the \$87,267 which is the 2021-2022 supplemental grant. Multiple modalities of intervention were provided and these interventions continued to help our targeted students academically and social-emotionally. Newcastle budgeted to spend over twice the amount of anticipated supplemental grant dollars to increase and improve services for high-need students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newcastle Elementary School District	Lisa Graham Coordinator State and Federal Programs, C&I	lgraham@newcastle.k12.ca.us 916-259-2832

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As Newcastle Elementary School District has received additional funding through the Budget Act of 2021, it has consulted with and engaged its educational partners to create expenditure plans. These funds were separate and unique from goals and actions, and correlating funding sources identified in the adopted 2021-22 LCAP plan. Plans and expenditures were developed with the intention to align with and compliment the three main LCAP goals of 1) Increase student academic growth and performance and provide high quality instruction for all students; 2) Provide students with targeted and tiered interventions and enrichments; and 3) Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness. Funds that were allocated to NESD and not included in the LCAP are as follows:

Educator Effective Funds have been planned for and will begin to be spent in the 2022-2023 school year with the plan to spend all monies by the end of the 2023-2024 school year. This plan was initially developed within District Cabinet meetings, then Certificated staff and Classified staff were consulted through discussions with union representation before bringing the plan to the board for consideration and approval. Staff were also presented with the plan framework with the opportunity to give feedback at the November staff meeting. \$76,000 of the allotted \$95,000 will be reserved for individual professional development for all staff, including certificated, classified, and administrative. \$12,000 will be spent on SEL curriculum for all grade levels, \$2500 for PBIS extension and implementation, and \$5000 on a new online English Language Learner curriculum. A draft plan was presented for input at the board meeting on November 10, 2021 with no input given or suggestions for change, and adopted on December 15, 2021.

Expanded Learning Opportunity Program Funds plans were created by taking input from the District Cabinet team during multiple meetings throughout the school year, by taking input from Certificated staff at staff meetings and during PLC time, and through consultation with Classified staff to determine levels of interest in participation of the proposed program. The ELOP has also been presented at regularly scheduled board meetings and opportunities for input have been given to the public. While best intentions are to use the funding to implement

a plan of before and/or after school support, no staff has indicated the desire to give direct instruction. As of January 12th, the district and NTA have collectively bargained to significantly increase the hourly rate for extended instruction and new surveys will take place with staffing the first week of February to determine if there is the ability to staff the intended plan. Once staffing can be secured, families will have input on participation and have already expressed informally that a 9-hour school day may be a hardship for both the student and the family. Because of these hurdles, no funds have been spent yet.

The Expanded Learning Opportunity Grant was discussed and reviewed by District Cabinet at regular scheduled weekly meetings, with Certificated staffing at staff meetings, and with the board and public at regularly scheduled board meetings which also allowed for public input. Funding plans included \$37,500 for Extending Instructional Learning Time, \$86,000 for Enhanced Learning Supports, \$30,000 for Integrated Student Supports, \$4,900 for Technology Learning Hubs, and \$121,105 for SEL/Academic Needs for students including PD for staff and families. As funds are spent and reviewed, frequent conversations have occurred with the same stakeholders and will continue to occur through the 2023-2024 school year.

The In-Person Instruction Grant Funds were also discussed and reviewed by District Cabinet at regular scheduled weekly meetings, with Certificated staffing at staff meetings, and with the board and public at regularly scheduled board meetings which also allowed for public input. Site Council also reviewed and gave input. This plan allocates \$151,406 for staffing for employees providing in-person instruction and services and mental health support for students.

Presentations were made to the general public, staff, and board members giving an update on expenditures during the first interim budget report in January. An updated budget presentation will take place at second interim in March. District cabinet staff will also discuss the status of what funds have been allotted and those that have been spent during the month of February and will continue to adjust plans and funding accordingly, while closely working with all stakeholders.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Newcastle Elementary School District does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55%, therefore the district did not receive any additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Newcastle Elementary School District has engaged its stakeholders to collaborate and plan the implementation of one-time federal funds in multiple ways. District Cabinet meetings occurred weekly and had representation of departments from the Superintendent, the Principal, Special Education, Curriculum and Instruction, HR, Technology, and Maintenance and Facilities. These discussions were shared with classified and certificated staff and all staff was given an opportunity to give input and also to review plans once safety measures were implemented. Site Council discussed and gave input on safety measures, in-person learning and learning loss mitigation. The public has had opportunities to give meaningful input at regularly scheduled board meetings both during public comment time and also when funding plans were discussed specifically. Parents and families have also used direct communication methods, such as phone calls and emails, with the Principal and the Superintendent that were taken into consideration and helped shaped plans.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Newcastle Elementary School District has used ESSER III funds in order to maintain the health and safety of students, educators, and other staff in the following ways. In the 2021-2022 school year, a Covid testing assist was added to the staff, as well as additional custodial support to ensure clean and disinfected learning spaces (\$17,500). Additional PPE and cleaning supplies were purchased (\$500), as well as \$3500 reserved to purchase additional COVID tests to be used for all students and all school staff as needed. Technology was purchased to support the additional needs for COVID testing (\$2900 for testing iPads). Funds are also reserved for professional development, additional COVID testing, and related services (\$14,900). All designated funds are currently being used and expended as planned. To ensure continuity of services in future years, funding has been reserved for the 2023-2024 school year for counselor staffing, student Chromebook replacement, continuation of the iReady program, and additional aide and/or certificated academic support specifically for grades 1-3.

Newcastle has been lucky and had successes in hiring counseling support, losing that staffing in December, and rehiring for the position with very little interruption. Schools are fortunate to find one full time counselor, and Newcastle was able to find two. Support staff for grade 2 was also hired when posted, which given the difficult state of staffing, was a great success. The district was able to purchase both student technology and COVID testing technology when needed without delays in shipping or ordering, and has also been able to maintain enough quantities of PPE that no student or staff was without at any time to date. The challenges the district has faced have been evident in other funding categories (such as staffing shortages for the Expanded Learning Opportunity Grant Plan, and staffing shortages for substitutes to cover classroom for COVID related issues), but few challenges have been present throughout the implementation of the ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All funds that have been allotted, implemented and/or received for the 2021-22 school year have been carefully reviewed and shown to be in alignment with the master goals set forth in the Newcastle Elementary School District 2021-22 LCAP plan. The LCAP was designed to address and meet the greatest and most important needs of the district, including the three main LCAP goals of 1) Increase student academic growth and performance and provide high quality instruction for all students; 2) Provide students with targeted and tiered interventions and enrichments; and 3) Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness. All dollars allotted with the district are in support of one of these three categories and help navigate the challenge of COVID to ensure these goals still have an opportunity to be met. The district Safe Return to In-Person Instruction has been reviewed, revised, and designed to ensure student and staff safety, and to create a path to ensure the continuity of learning during the pandemic. The ESSER III expenditure plan helps to fund the goals outlined in the Safe Return Plan. The previous description of the implementation of ESSER III funds describes the correlation between purchases (PPE, COVID staffing, COVID tests, cleaning supplies, technology, counseling, additional teaching support, etc). The district has made efforts to align all plans and funding sources to meet the main goals of the 2021-22 LCAP plan and to stay focused on those three main categories.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: *“A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”*

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newcastle Elementary School District	Denny Rush Superintendent	drush@newcastle.k12.ca.us (916) 259-2832

Plan Summary [2022-23]

General Information

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

Newcastle Elementary School and Newcastle Elementary School District, 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, and district enrollment for the elementary school growing to 430 students, with 165 students enrolled in elementary and 265 students enrolled in charter, it is still a small and close-knit community school serving TK through 8th-grade district and charter 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 and social-emotional 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, emotional and physical development. Newcastle Elementary School enjoys the reputation of having a strong academic and social program with capable and caring staff leading the way. 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. In the Newcastle 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. Despite the challenges presented over the past two years, Newcastle 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 education coursework, career challenges, and a globally competitive workforce. Staff, families and the community work to develop students who are prepared to the high levels of social, moral, and academic development.

Student demographics of Newcastle Elementary School consist of 76% white, 15% Hispanic or Latino, 7% two or more races, 1% American Indian or Alaska Native, students, and zero students African American, Asian, Filipino, or Pacific Islander. 1% of students did not report. 20% of students are socioeconomically disadvantaged, 2% are English Learners, 2% are foster youth or homeless youth, and students with disabilities make up 8% of the population (source: DataQuest 21-22). All students in Kindergarten through eighth-grade receive weekly instruction in Spanish, P.E., and technology activities. In prior years, music during the school day and band and choir outside of the school

day have been offered. Even though this position was funded all school year, the district was not able to locate a music teacher to deliver instruction. Sixth through eighth-grade students were able to participate in ASB/leadership, including reestablishing elected officers this year. After school enrichments slowly opened back up (depending on Covid restrictions at the time), including all school sports, STEM, Destination Imagination, Art Club, Dance Club, Robotics Club, Naturalists Club, fly fishing class, and so many more. Volunteers were allowed back into classrooms, allowing for in-class enrichments and interventions including Word Busters, art docent, small-group leaders, and field trips. Bringing back programs and experiences has been a positive step back towards a sense of “normal” for students, teachers, and families.

Newcastle Elementary School recognizes the social and academic value of a positive environment. A school-wide student recognition program honors exemplary student behavior and citizenship. Students have built on processes that were established during Covid, including running morning announcements, participating in events such as "Rock the Test," sitting on Site Council, and lending their voices to campus-wide decision making. Because classes were able to interact again and not stay isolated in cohorts, the Big Buddy program returned which partners older students with younger students for activities throughout the year. School administration worked hard to create strong relationships with the student body and spent time gathering information from all grade levels both inside and outside of the classroom. In an effort to enhance the quality of learning environment, Newcastle Elementary School District has just recently completed three distinct phases of campus modernization and technology upgrades, which included the purchasing of adjoining property and buildings to be able to expand the footprint of the campus and include the district office on site, and complete renovations to the exterior of the campus, the interior classrooms and all office spaces. During Covid, classrooms were dismantled of anything extra, including bookshelves, furniture, seating, etc. and those items that were such an important part to the renovation, have slowly been reintegrated back into classrooms, bringing them closer back to the complete learning experience for students.

After experiencing unprecedented school closures and a shift to distance learning, this year has focused on reestablishing all of the important parts of the school experience again. Newcastle has worked through shifting Covid protocols and state mandates, and strategically took measured steps, under the direction of the Board, to return to the new normal as quickly and healthily as possible. Two years of complete and semi-isolation have shed light on the importance of community with peers, within classrooms, within the school, and extended out to families and organizations that intertwine to create the whole experience for our students. While Newcastle is still not back to running all programs and staffing all positions, it is making leaps and bounds to not only return to what was working prior to Covid, but addressing the new needs post-Covid.

Reflections: Successes

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

This last school year has been spent reestablishing baselines and new normals for students, staff, and parents. Aside from the significant disruption Covid and distance learning caused to our traditional learning process, our district saw an interruption in data collection and gaps in tracking information, such as state testing scores, California School Dashboard data, skewed attendance rates due to quarantines, skewed suspension and discipline data due to distance learning, etc. In addition to that, our population experienced a dramatic shift, starting around 460 students, dropping to an all-time low of approximately 360 students, and then rebounding back to new enrollment projections of 480 and

counting. Last year we experienced at least 100 new students joining our school (both elementary and charter), which led to complications in basic student progress and tracking. These obstacles have only presented themselves as opportunities to review past practices and implement new ones where gaps and holes were evident.

When looking at data specifically, the last time the California School Dashboard for Newcastle Elementary School was updated was from the year 2019. During that point in time, Newcastle had a low suspension rate and was rated “blue.” While that data is no longer valid, the practices in place to earn that rating have been expanded upon, including a district approach to exploring alternatives to suspension, initial exposure to restorative practices, and in improvement in discipline processes and communication. The goal is to continue to keep that number low as students have returned to in-person instruction. DataQuest data indicates that Newcastle Elementary had 0 suspensions for the 20-21 school year, which established a new baseline with the lowest suspension rate possible.

While modified, students were able to take a condensed version of the CAASPP test in Spring 2021. For the first time in 3 years, improvements in scores were evident in both language arts and mathematics. From prior testing, ELA proficiency rates were 56% (6% growth from 50%) and math showed a significant improvement at 51% proficiency (17% growth from 34%). Districts were given a choice to use CAASPP as a measure of student progress, or an internal assessment (such as iReady), and while iReady would have been sufficient to meet our needs and was used for the entire year to measure student growth, setting some type of baseline for CAASPP data better served our needs and will allow for new starting place as scores from Spring 2022 are received. iReady data also showed steady student progress with reading proficiency increasing from 45% to 66% and students needing Tier 3 supports decreasing from 24% to 15%. And math proficiency increased from 30% to 59%, while students needing Tier 3 math supports decreased from 23% to 12%. These improvements to student data have been attributed to many things, but mainly the steady and constant usage of iReady as one form of intervention, even during distance learning.

One success that is harder to quantify is the improvements to the social-emotional program for all grade levels. Teachers and staff committed to teach SEL lessons on Mondays and created Kindness Mondays where staff unites in wearing kindness-themed shirts to spread the awareness of the importance of kindness on campus. Students returned to in-person learning with heightened levels of behaviors, anxiety, emotional regulation concerns, and depression as measured from discipline reports, teacher observations, and counseling caseloads. To meet the needs, staff implemented Second Steps curriculum for all grade levels, started the work on restorative practices, and increased the counselor’s time to meet more general education student needs.

As new baseline data is established in all areas of learning, behavior, attendance, survey results, and student progress, Newcastle will identify areas of successes and explore the root causes for those successes in an effort to continue to build on the positive progress demonstrated throughout the school year.

Reflections: Identified Need

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

Again, because the California School Dashboard has not been updated since 2019, it has been difficult to track accurate and appropriate data, especially given the obstacles of Covid. Newcastle is aware that at the last Dashboard publication, it had two indicators in “orange” status. The first of those was for Chronic Absenteeism. This was a concern prior to Covid and is even more so after. Absent rates have been heavily dissected here to determine if a student was out for Covid on non-Covid reasons. A majority of those who are chronically absent are so because of quarantine. In an effort to improve student attendance, an increase in collaboration with teachers, identifying root causes of not attending school, addressing barriers, and having more parent interactions and meetings was seen. Administration conducted home visits to address student absenteeism, and held internal, school-driven SARB meetings with families not responding to basic interventions. New processes have been implemented in the office, including more frequent reporting and parent communication, adding attendance to Student Intervention Team data, and establishing an in-school mini-SARB process prior to making official SARB referrals at the county level. Putting traditional interventions in place for Covid-related absences is not effective. For students who are not attending school for other reasons, structures have been put in place to immediately reach out and make a personal connection to try to understand the root cause. Based on traditional models of recording attendance, Newcastle Elementary would have seen an increase in absences in this area, possibly moving the indicator to “red” status. The district will continue to watch and see how the state will determine Chronic Absenteeism moving forward and will adjust accordingly.

The second orange indicator was in the area of mathematics proficiency. While scores had declined in 2019, Newcastle saw an increase of 17% in proficiency levels with CAASPP results for Spring 2022. While these comparisons are not equal, it was validating to see one snapshot of data that indicated intervention measures were working. Though CAASPP data is not fully restored to a complete assessment, the school and district will carefully monitor student progress and continue to ensure intervention programs such as iReady and IXL are in place at every grade level. Math scores indicated significant gaps in student achievement were present within the special education subgroup (16% proficiency vs. 51%) and low-income students (24% proficiency vs. 51%). Because the number of English language learners, foster youth, and homeless youth tested was less than 10, no data was released for those specific subgroups. Even though ELA scores did not result in an orange or red indicator for ELA and showed 56% proficiency, significant gaps in student achievement were present within the special education subgroup (8% proficiency vs. 56%), and less significant gaps were present for low-income students (47% proficiency vs. 56%). Because the number of English language learners, foster youth, and homeless youth tested was less than 10, no data was released for those specific subgroups.

In reviewing past state indicators from 2019, there were no students performing two or more levels below the "all students" group. All subgroups were equal to, or within one level, of all students. While there were no performance gaps of two level or more indicated by the California School Dashboard, local indicators show a need to continue to focus on the growth of student performance in CAASPP scores for English language learners, as well as our socioeconomically disadvantaged students, as the goal for student performance should be higher

than the orange indicator. Strategic supports have been implemented and will continue to be offered to these targeted groups through greater levels of intervention (which was a challenge during distance learning but has increased in effectiveness with students present for in-person learning), greater home-school communication, increase of data-collection through more modalities, creation of student data folder and of the data-chat process, and using new technology programs and practices learned during the pandemic to reach more students in different ways.

Based on internal data, this school year has shown an increase in suspension rates from the previous year (from 1 in-house suspension to 5 in-house suspensions). It is clear that behavior and student needs have significantly increased post-Covid, and the school site was ready for that shift. It also experienced significant growth of student enrollments in a short period of time, some of which had previously existing behavior concerns that needed to be addressed. Even after exploring all avenues of restorative practices and alternatives to suspension, some student behavior was too egregious to not recommend time spent at school but out of the classroom as an appropriate consequence. Depending on how California Dashboard data will be collected and processed, the school may see a change in Dashboard status from “orange” to “red.”

As new baseline data is established in all areas of learning, behavior, attendance, survey results, and student progress, Newcastle will identify areas of need and explore the root causes for those gaps in an effort to meet student needs throughout the school year.

LCAP Highlights

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

Newcastle Elementary School is guided by 3 goals of the LCAP. They are:

Goal #1: Increase student academic growth and performance and provide high quality instruction for all students.

Goal #2: Provide students with targeted and tiered interventions and enrichments.

Goal #3: Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness.

Highlights for Goal #1 include evidence of academic growth for students in both ELA and math, based on CAASPP testing results. Scores for both subjects had continuously declined in previous years, even prior to Covid, leading to yellow (ELA) and orange (math) ratings on the California School Dashboard the last time data was reported. Newcastle has worked hard on implementing supports that not only address a decline in testing scores and student proficiency over time, but also have addressed the academic needs of students transitioning from distance learning to in-person learning. Should the Dashboard have been released this year, Newcastle would have anticipated improvement in status for both ELA and math, into possibly green status for both subjects. Despite the growth made in this one year and with a modified CAASPP test, the school will continue to implement the strategies that have been successful in an effort to continue the growth evidenced in Spring 2021. Other highlights include another continuous year of reaching 100% status for maintaining highly qualified teachers and for meeting Williams Act compliance. Also, despite the constant shifting in enrollment and student needs over the past year, surveys from parents and staff indicate that Newcastle continues to have high academic expectations for all students and are able to differentiate, even post-Covid, for all students. Parents also felt that Newcastle has high academic expectations and that they feel fully informed of their child's

progress. Despite substitute shortages and changes to original planning for the science pilot in grades K-5, staff was still able to complete a full pilot and came to unanimous decision for selection in May. The piloting, purchasing, and implementation process will move forward as planned and in Fall 2022, teachers will have access to a new curriculum with training.

Highlights for Goal #2 include full implementation and evidence of growth using iReady for all students all school year. Since the initial purchase 3 years ago, iReady had been used as much as possible, but not fully and completely. Year one, the district only purchased reading and had to move to distance learning at the end of the year, year two included the addition of math but a significant portion of the year was spent in distance learning. And this year students were in-person and using both reading and math completely. Final diagnostic data showed growth in proficiency rates (reading grew in Tier 1 proficiency from 39% to 61% and math grew in Tier 1 proficiency from 27% to 57%) and a reduction in percentages of students qualifying for Tier 3 intervention (reading declined from 23% to 15% and math declined from 20% to 12%). If CAASPP scores continue to correlate with iReady growth, it is anticipated that Newcastle will continue to show improvement in academic data over time. CAASPP academic was previously noted in Goal #1 highlights. Another area worth identifying as a highlight is the addition of enrichment activities, sports, and clubs. Even with restrictions on visitors on campus for the first half of the school year, clubs and after school activities grew significantly and more offerings were available to students this year over the past five year span. Site administration and teachers collaborated to bring these events to campus, including a full schedule of sports even with coaching shortages. Finally, even though scores are not officially posted for ELPAC Spring 2022, Newcastle anticipates one reclassification, if not two, this year. With only 12 EL students enrolled district-wide, this is a large portion to graduate from the EL program.

Highlights for Goal #3 include the school-wide purchase and implementation of a new SEL program, and well as an increase in general education counseling, to better meet the needs of students returning to campus after distance learning. Newcastle previously identified concerns with the social emotional curriculum used in prior years, based on a lack of relevance and a lack of needed topics appropriately aligned to grade levels. Teachers had requested the re-implementation of Second Steps, which was purchased over the summer and its use began in the first two weeks of school. Administration aligned lessons to ensure that first thing Monday morning all classes would be teaching a grade level aligned SEL lesson. Teachers implemented a Kindness Awareness campaign and encouraged all staff to wear kindness-themed shirts every Monday, which was quite successful based on the amount of participation from staff and volunteers. Another highlight to address social emotional needs for students included an increase in counseling time for general education students and the addition of a new school counselor who has had a positive impact on students. General education referrals to counseling increased over the school year and time was increased to meet the highest needs for students while simultaneously shifting students off the counseling caseload who had shown great and sustainable success without further supports.

One last overall highlight of the 2021-2022 LCAP plan is a recognition that this school year has been fluid and still has not returned to a full sense of "normal." With this in mind, Newcastle is committed to maintain the same goals and actions with very few changes as these are still applicable and important to track over a three year period.

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 school has been identified as qualified for CSI status.

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 school has been identified as qualified for CSI status.

Monitoring and Evaluating Effectiveness

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

No school has been identified as qualified for CSI status.

Engaging Educational Partners

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

Educational partner feedback was collected from parents, staff, students, and community members, and each played a part in participating in the annual review process of the LCAP, especially this year, which was the first review year of a three-year cycle and the first full year students attended school in person over the last 3 years. Families of English language learners, foster youth, and low-income students were given opportunities for input. The number of EL families this year dropped to 8 and while contacted, none wanted to participate in additional feedback outside of the Annual Parent Survey. In the past, in-person data walks would have occurred at the beginning of the year on site, but with restrictions in place on visitors to campus, this was postponed and took place only with staff at the first all-staff meeting in August prior to school starting. All other educational partner input took place electronically or in print, was modified to meet the need in a safe setting, and shifted to in-person when allowed by the district (for example, Site Council and LCAP Committee).

1. The annual parent survey was sent out to all families, including all families of subgroups, and it addressed the following main areas: academics, safe environment, communication, parent involvement, and guided, free response questions. Parents have been asked to participate in increased ways this last school year and have given input throughout the year at board meetings, through special surveys, and finally through the annual survey which was distributed much later in the year than normal.
2. Site Council was held monthly and started virtually before moving to in-person midway through the year. The team was comprised of classified and certificated staff, site administration, and parents. A student position was added to Site Council last year and was so successful, that practice was continued this year and increased to two 8th graders who represented varied interests and backgrounds. Because of a lack of parent volunteers this year to serve on committees, Site Council also served as the district LCAP committee with its own agenda items and a focus on LCAP related items. Presentations were made to the group as Site Council and as the LCAP committee, public participation was encouraged but did not occur, and direct feedback was collected from the team once during the creation of the new LCAP Goals and Actions. The draft LCAP was presented to the School Site Council on May 31st and again on June 8th. No further input was provided (aside from spelling and/or grammar errors) and the Superintendent had no feedback to consider or respond to in writing.
3. When students returned to in-person learning, they were overwhelmed with the amount of information that was collected from them (diagnostics, IAB's, SEL, state testing, etc.) This year, instead of sending out a typical survey, information was collected from teachers on qualitative and quantitative data. Many students spent the first part of the year making social readjustments back to in-person learning and the process was more difficult for some than others. As students were getting settled and reestablished this year, the decision was made to not survey them. Instead, that will go out in the beginning of the 22-23 school year and then again at the end of the year to measure student growth.
4. Annual staff surveys were given separately to certificated staff and non-classified staff. 8 certificated and 9 classified responded, which is an decrease of certificated responses by 8 an increase of non-certificated responses by 2 from the prior year. The areas addressed in this survey aligned with the parent survey in order to better be able to compare the two using similar language.
5. PLC's worked together in grade-level spans to give feedback based on their unique needs in all areas of the LCAP divided out by goals. Those were submitted to the Coordinator of State and Federal Programs on March 28, 2022.
6. This year, more parents consistently attended board meetings than did over the last 5 years, and even more so than last year. All parent feedback that was applicable to the LCAP was recorded by the Coordinator of State and Federal Programs and was included as part of the feedback process when drafting the LCAP. In all, more than 28 comments were taken into consideration.

7. Administrative groups met monthly through district cabinet meetings. LCAP progress, updates, input, and review were scheduled on almost each agenda and different topics were discussed at each meeting.
8. Targeted student groups including English language learners, foster youth, and homeless families were more difficult to gather information from this year. The foster youth and homeless count dropped significantly (at many points during the school year, the count was zero). English language learners were given the chance to take a separate survey with zero completed.
9. The Coordinator of State and Federal Programs, Special Education Director, and the district SELPA program specialist met on May 5, 2022 to consult together and review the inclusion of special education students during the LCAP planning process. Data was reviewed from previous years, including the review process of SSP Indicator #4 specific to discipline and suspension rates, which was reviewed last school year as well.
10. The Bargaining Unit was provided the opportunity to give input specifically towards LCAP goals and actions during PLC and staff meeting time in March 2022. All teams returned the feedback forms on time.
11. The district CBO attended multiple budget meetings, including the Governor's May Revision workshop in May 2022.
12. The Newcastle Elementary School District Board Meeting Public Hearing was held on June 8, 2022. In this meeting, the Coordinator of State and Federal Programs presented an overview of the LCAP, shared a complete draft of the LCAP plan, and all public comments, formal and informal, were documented so the Superintendent could respond to each in writing.
13. The LCAP adoption, in conjunction with the 2021-2022 budget, was held on June 22, 2022.

A summary of the feedback provided by specific educational partners.

1. From parent input in the annual survey, it was clear that academic progress of students is still a top priority and even though CAASPP scores have improved as a school, parents are even more unclear about interventions and supports for their students as they return to a full year of in-person learning. Many individual teachers were highlighted in the comments section for their efforts to respond to and connect with students, and parents still shared opinions about masking and quarantine mandates and the impacts it had on student achievement. Approval rates for communication and procedures continue to increase over prior years, but a decline in approval rates was seen for the areas of discipline processes and procedures.
2. Site Council focused feedback reviewed the impact of iReady and discussion took place on the appropriateness of using iReady in the kindergarten classroom. Some data was reviewed in Site Council, including the results of the modified CAASPP test for Spring 2021. The California School Dashboard information did not display new color categories for 2021-2022, and no new California Healthy Kids Survey data was available for 2021-2022 as the last time it was collected was 2020-2021, so these two sources were discussed, but no data discussions took place. Feedback also included positive responses to the amount of enrichment and after-school opportunities available to students, especially once volunteers were welcomed back on campus. Site Council parents were very thoughtful in other decisions made throughout the year and ensured they were all in alignment with proposed LCAP goals mainly in the areas of safety, culture, and academics.
3. California Healthy Kids Surveys were given in Spring 2021, and after the data was released, feedback was received that it might not have been authentic. Reports were shared that many students didn't take the survey seriously, randomly selected answers, or chose options that were not representative of their reality. Because of that information, the CHKS data was not used as a valid form of feedback to create a new baseline from and will be given again in Winter/Spring 2023. Feedback from teachers and parents, outside of the survey, continues to show a need to continue to address SEL concerns at the middle-grades level, especially in the area of student identity, self-harm, depression, and anxiety.

4. Certificated and classified surveys showed steady levels in teacher and staff connectivity to the school, building on the growth shown from the prior year. Slight improvements were also seen overall in the areas of culture and focus on student academic achievement. There was a decline in approval about addressing discipline processes and procedures, though staff felt that follow-through and communication regarding discipline was still strong. There is also a need for more specialized professional development in the writing, iReady (especially for the new teachers) and questions about the next adoptions.
5. Through the supplemental PLC surveys, a few concerns were evident, including the effectiveness of the EL program, professional development, and prep time being protected. The proposal of a new master schedule that increases prep time for all has been positively received and its ability to allow enrichment opportunities during the day for grades 6-8 was also a win for staff.
6. Feedback at school board meetings was usually during public comment, but also during comment time on action items prior to a board vote. As a majority, most parents who participated made a strong plea to allow students to remove masks during the school day, to allow visitors back on campus, and to reopen the library. A minority of the parents asked to keep Covid protocols in place longer and possibly through the end of the 21-22 school year. There has also been concern expressed over staff turn-over and movement among grade levels.
7. District cabinet meetings allowed for deeper conversation of how all elements of LCAP goals tied together, including programs, staffing, budgets, technology, data, safety, professional development, trainings, and culture. By reviewing these pieces together and sharing educational partner feedback, more comprehensive LCAP planning was able to take place.
8. Because of the limited information that came directly from targeted student groups, little input was given to LCAP. It was clear that new approaches to solicit feedback from EL families would be required in future years. One piece of feedback that was key that the district was able to gather was the need for county program support for foster and homeless youth as it has been successful for Newcastle, and for physical supplies that would ensure better access to academics for the most at need families, including backpacks, hotspots, school supplies, clothing, access to laundry facilities for older students, and fees for school events being proactively paid for.
9. During the SELPA consultation and review, the team determined that one advantage to having a small school site is the constant inclusion of all students, including those with IEPs, to all programs, activities, interventions, and enrichments. An effort has also been made to keep all students on our campus and integrated into classrooms as much as possible. When new CAASPP data, participation rates, and California School Dashboard becomes available, a close review of that information will take place within the district and also at the next SELPA consultation. Newcastle continues to have a wonderful working relationship with its program specialist and continues to hold open and honest conversations about areas of need and areas of success.
10. Certificated and classified staff gave a great deal of feedback specifically towards LCAP goals that was positive, student focused, realistic, and geared towards addressing learning loss and increasing academic achievement. The feedback that was most relevant included protection of prep time, addressing the amount of "specials" class cancellations, the desire to bring back a music teacher, and reviewing and addressing discipline processes and procedures.
11. Budget projections were reviewed at the May revise meeting to help the district CBO finalize the district budget, and pertinent LCAP information was reviewed. No changes were made to the budget for LCAP items as a result.
12. No members of the public submitted official questions during the public hearing, formally or informally, nor were any questions submitted in writing afterwards, therefore the Superintendent had no questions to provide written responses to and there was no impact from the public hearing on the LCAP draft.
13. At the June 22nd board meeting, the LCAP was adopted in conjunction with the district budget.

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

After the first year of the new three-year plan for LCAP, a sense of semi-normalcy has returned to the district in most processes and procedures, including the LCAP process of collecting stakeholder feedback and making progress towards goals, actions, and metrics. There were still some elements missing, including trying to have in-person data walks at the beginning of the year and meeting with stakeholders in person. The overall sense is that Newcastle is moving into new beginnings post-Covid and establishing new baselines in data, procedures, staffing, and even student enrollment. Stakeholder feedback was a driving force when the new three-year plan was created and influenced the complete design and direction of the current LCAP plan. Feedback also indicates that goals and actions put in place and measured are still incredibly applicable, including professional development and training, discipline processes and procedures, master scheduling and protection of prep time, enrichment activities, continued growth of CAASPP and iReady data, and student social emotional supports. One area that was still identified as a need was receiving input from specific educational partners including special education, 504, EL, foster youth, and low-income families. An enhanced effort to receive this specific feedback will continue into the 2022-2023 school year and will remain a metric embedded in the LCAP plan.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Goal # 1 meets LCAP Priority Areas #1,2,4, 7,and 8. CAASPP data measuring student achievement has been in a decline in both language arts and math for the past three years, especially in the area of math. California School Dashboard data from 2019 indicates language arts scores declined 5.3 points and fell to 2 points below standard, which puts it in the yellow range. It also indicates math scores declined less than one point, but fall to 27 points below standard, putting it in the orange range. Stakeholder feedback across all groups has indicated this as the greatest concern facing Newcastle Elementary. Chronic absenteeism was reflected on the Dashboard as orange, which can also be a direct correlation to achievement and addressed in Goal #1 but also in Goal #3 as part of wellness and engagement. The last CAASPP tests were administered in Spring 2019 and showed ELA had declined to 50% proficiency, and math had declined to 34% proficiency. Growth is needed in both areas year after year for the next three years. Culturally, there is a need for a renewed focus on academic achievement in all grade levels, for data-driven conversations and PLC meetings, and for progress monitoring school-wide during the year through programs such as iReady and IAB's.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Assessments ELA	Last CAASPP data from 2019 indicated proficiency at 50%. New baseline data will be established after 2021 results are released.	Newcastle elected to complete the modified CAASPP assessment to establish new baseline data and to measure student progress. ELA scores increased 6%, from 50% proficiency in 2019 to 56% proficiency in 2021. This growth moves proficiency rates to			CAASPP data will show ELA proficiency rates of 65% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		within 9% of the 23-24 desired outcome.			
CAASPP Assessments Math	Last CAASPP data from 2019 indicated proficiency at 34%. New baseline data will be established after 2021 results are released.	Newcastle elected to complete the modified CAASPP assessment to establish new baseline data and to measure student progress. Math scores increased 17%, from 34% proficiency in 2019 to 51% proficiency in 2021. This growth meets proficiency rates goals for the 23-24 desired outcome.			CAASPP data will show Math proficiency of 53% or higher.
California School Dashboard ELA	Last California School Dashboard data from 2019 indicated ELA declined 5.3 points, was 2 points from standard, and was in yellow status. New baseline data will be established after new Dashboard data is released.	The California School Dashboard has not been updated for the 21-22 school year, so no baseline data has been established yet. Newcastle is anticipating Dashboard data to move from the yellow status to the green status based on 2021 CAASPP scores which indicated growth of 6%, from 50% to 56%.			Dashboard data will show growth of points from standard in ELA and be in blue status or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Math	Last California School Dashboard data from 2019 indicated Math declined less than one point, was 27 points below standard, and was in orange status. New baseline data will be established after new Dashboard data is released.	The California School Dashboard has not been updated for the 21-22 school year, so no baseline data has been established yet. Newcastle is anticipating Dashboard data to move from the orange status to the green status based on 2021 CAASPP scores which indicated growth of 17%, from 34% to 51%.			Dashboard data will show growth of points from standard in math and will be in yellow status or higher.
California School Dashboard ELPAC	Last California School Dashboard data from 2019 indicated English Language Learner progress as very high status with 72.7% of EL students making progress towards proficiency. New baseline data will be established after new Dashboard and ELPAC scores are released.	Newcastle Elementary had 4 English Language students, which was too small of a subgroup to report out on. No grade level had more the 2 students in it. New California School Dashboard data has not been released, therefore a new baseline has not be established.			Dashboard data will show English Language Learner progress remains as very high status.
Highly Qualified Teacher Status	Highly Qualified Teacher status is 100% for the 2020-2021 school year.	Newcastle has maintained Highly Qualified Teacher status at 100% for the			Highly Qualified Teacher status will remain 100% each

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-2022 school year. This outcome continues to meet the goal.			year for all three years.
Williams Acts Reporting	Williams Act Compliance is 100% and zero complaints have been filed for the 2020-2021 school year.	Newcastle has maintained 100% Williams Act Compliance and received 0 complaints for the 2021-2022 school year. This outcome continues to meet the goal.			Williams Act Compliance will remain 100% and zero complaints will be filed each year for all three years.
Aeries Attendance Reports	For the 2020-2021 school year, attendance rates were difficult to track due to distance learning, hybrid learning, and Covid quarantines. Reportable chronic absenteesim declined to 6.9% in the 2020-2021 school year (down from 8.5%) and was last reported on the California School Dashboard as orange status.	A baseline for Chronic Absenteeism has been established at 9.79%. Absent rates increased during Covid outbreaks and quarantines. The school office has made notes of those absent for Covid and those absent for quarantine, but is not able to break down that data to create an accurate percentage of Chronic Absentee rates. Newcastle is anticipating either a decrease to red status on the California School Dashboard, or			Chronic absenteeism rates will be at 5% or lower. Dashboard data will show these rates as blue status.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		clarity in how absentee rates are determined in this new category of absences.			
Staff Surveys	Staff surveys from Spring 2021 indicate: 87% feel NES has high academic expectations for all students. 87% feel they differentiate instruction for high students and 100% feel they differentiate instruction for low students. 56% feel they have been provided the tools, resources, and technology needed for instruction. 81% use PLC time to review student data to address standards-aligned instruction.	Staff surveys from Spring 2022 indicate: 100% feel NES has high academic expectations for all students. 100% feel they differentiate instruction for high students and 100% feel they differentiate instruction for low students. 80% feel they have been provided the tools, resources, and technology needed for instruction. 80% use PLC time to review student data to address standards-aligned instruction, with one important note that often PLC time is used for whole staff discussion or training, reducing the time available to discuss student data. 4 of the 5 goal areas have been met with			Staff surveys will indicate 90% or higher rates in the following areas for each of the three years: high academic expectations for all students, differentiation of instruction for high students, differentiation of instruction for low students, access to tools, resources, and technology needed for instruction, and using PLC time to review student data to address standards-aligned instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		important feedback in the area not met.			
Parent Surveys	Parent surveys from Spring 2021 indicate: 87% feel NES has high academic expectations for all students. 88% feel fully informed of their child's academic progress. 76% feel intervention and support is adequate. 84% feel their child is being adequately challenged.	Parent surveys from Spring 2022 indicate: 86% feel NES has high academic expectations for all students. 85% feel fully informed of their child's academic progress. 66% feel intervention and support is adequate, and another 12% indicate they need more information of this area is not applicable, for a total of 78%. 78% feel their child is being adequately challenged.			Parent surveys will indicate 85% or higher rate in the following areas for each of the three years: high academic expectations for all students, being fully informed of their child's academic progress, intervention and support is adequate, and adequately challenged.
Curriculum Adoptions	Standards aligned science curriculum has been purchased in grades 6-8 and needs to be piloted and purchased in grades K-5. Math curriculum needs to be piloted and	Standards aligned science curriculum has been piloted in grades K-5 and a purchase will be made July 2022. This metric has been discontinued and will be reflected in			This metric has been discontinued.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	purchased in grades K-8. PD need to be provided for each program.	action steps 1.1 and 1.3.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Meaningful and relevant professional development	Professional development will occur in the areas of mathematics instruction, science implementation and training in grades K-8, and iReady, aligned to the goal of increasing academic achievement. Release time will be given to teachers who attend professional development, to push into classes for peer observation, and who conference with administration.	\$24,000.00	No
1.2	Highly Qualified teachers in all academic classes	All classes will be taught by teachers how are Highly Qualified. Staffing and personnel will consist of 19 classroom teachers in grades TK-8, 1 special education teacher, and 3 teachers of specialty classes all who will deliver high quality instruction in all subject areas. Lessons will be aligned to common core state standards and pacing calendars with all departments will be completed in the first two weeks of school and collaborated on with administration.	\$900,150.00	No
1.3	Adoption and implementation training of science curriculum in grades K-5	Science curriculum adoption and training will occur for grades K-5 following board approval in June 2022. Training will occur once during the pre-school professional development days and again as needed throughout the school year.	\$95,000.00	No
1.4	Additional materials, subscriptions, and technology programs	Purchases will be made for additional math manipulatives, class novels, and benchmark readers. Subscriptions to Listenwise and TypingPal will be made to assist students abilities to process	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
	that support the core curriculum	information auditorily and practice for CAASPP testing, and to strengthen typing skills. Common Sense Media curriculum will be purchased and used to address Digital Citizenship standards. The Google Suite platform will be purchased to ensure learning continuity between the 20-21 and 21-22 school years for students, parents, and teachers.		
1.5	English Language Learner Master Plan	Create and monitor an updated, working document with up-to-date practices and procedures, including new baseline ELPAC data school-wide. Create EL work groups around this task, including EL parents, select teachers, and at least 1 upper grade student. Use release time or staff time to teach effective EL strategies to staff in grades TK-8. Purchase appropriate curriculum materials aligned with the master plan.	\$12,790.00	Yes
1.6	Parent education trainings	Parents will be offered at least two trainings during the school year that specifically address academic support at home. These trainings may be delivered in house by current staff, or they may be contracted out for specific topics by those with an area of expertise. One training will focus on offering math support, and the other will focus on reading strategies at all ages.	\$300.00	No
1.7	Math coach and reading coach	Discontinued Action		
1.8	Chromebooks and hotspots	In order to ensure all students can access digital curriculum and supplemental digital support programs, Chromebooks will be purchased to replace expired and damaged devices, additional Chromebooks will be added to primary classes, and hotspots will be provided to families in need. Services will be improved for low-income families by providing internet access at home to ensure homework can be completed and communication through email is available when off campus. Additional devices will be provided to unduplicated pupils in	\$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grades K-5 to allow for technology access at home (grades 6-8 travel home with a device nightly).		
1.9	Teacher induction support	Newcastle anticipates having at least two teachers in need of induction year two support. This funding will help support their completion of the program and will allow them to clear their multiple subject credentials.	\$2,400.00	No

Goal Analysis [2021-22]

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

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

One of the most significant factors in implementation of actions for the 2021-2022 school year was staffing issues. On a typical day, few to no subs were available to cover classrooms for illnesses and quarantines, and frequently the district would pull the PE or Spanish teacher to cover a general education classroom. This led to a loss of prep time for classroom teachers and a loss of enrichments for students. Even with enrichment teachers and administration filling substitute vacancies, the coverage wasn't always adequate and in one instance, one grade level was consolidated into one room.

Despite staffing obstacles, Actions 1.2 (highly qualified teachers), 1.4 (support materials), and 1.8 (Chromebooks and hotspots) were fully implemented. 1.5 (EL Master Plan) was also fully implemented as a complete English Language Learner Master Plan was created, but still needs the feedback from district administration and EL families and will remain in draft status until those important steps have been fully integrated into the final draft of the plan.

Action 1.1 (professional development) was only partially implemented due to a lack of substitute coverage to release for professional development trainings. Action 1.3 (science adoption) was partially implemented only because of a timeline issue. Staff made a selection after piloting science programs and that selection was board approved at the June 8th meeting which meant expenditures were moved to the 2022-23 school year.

Action 1.6 (parent education) was not implemented because the original intent was that a math night and/or a literacy night would be held for parents, offering ways to encourage support in these subjects at home. The district was anticipating being able to allow visitors on to campus much sooner than when that actually occurred, leading to a postponement of these events. Action 1.7 was not implemented as planned because staffing issues also led to a change in plans to implement a reading math coach. Because of the enrollment bubble in 2nd grade, coupled with the lack of qualified applicants for the math or reading coaching positions, a decision was made to add additional credentialed teaching support to 2nd grade instead. This allowed for the greatest level of intervention for that grade level and also provided additional support for 1st grade as well. While the material amounts were similar to what was budgeted, the position itself was different.

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.

In 2021-2022, there were a few significant differences between what was budgeted and what was actually spent, but the material differences were significant enough to identify.

The first was Action #1: Professional development will occur in the areas of mathematics instruction, science implementation in grades 6-8, and iReady, aligned to the goal of increasing academic achievement. Release time will be given to teachers who attend professional development, to push into classes for peer observation, and who conference with administration. While professional development was a high priority for the district, staffing issues and a significant lack of substitutes made scheduling and release time impossible to implement. Internal release time for staff was discussed multiple times in staff meetings and the most common feedback shared as a barrier to this was the lack of prep time and the lack of coverage. While \$24,000 Was budgeted, only \$1280 was spent. This amount was to allow 6-8 teachers release time to collaborate with administration and other teachers in order to develop new enrichment opportunities for the 2022-2023 school year.

The second was material difference was found in Action #3: Release time will be given to a team of teachers in grades K-5 to review county stored adoption materials off campus, and for meetings that will occur every month to review progress and give feedback on adoption materials and publishers. Using a set of rubrics and specific criteria, pilot teachers will come to a consensus of the most appropriate curriculum, which will be presented to the board in March/April with a purchase complete by the end of the school year in June 2022. Even though this action took place, the timing of the science adoption was complicated by a lack of substitute coverage to give K-5 teachers release time to plan, discuss, and collaborate before making a final recommendation to the committee. The science adoption for grades 6-8 was completed and purchased, which reflected the \$29,660. And the K-5 science pilot was also completed and will go to the board in June for approval, but that expenditure will not be reflected until the 2022-2023 school year.

Finally, the last material difference was Action #8, which addressed Chromebooks and hotspots. The district was able to use REAP funding for this action and increase the amount of devices purchased from \$18,600 to \$50,075. This increase provided students with improved access to online materials and instruction in all grades K-8.

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

After evaluating the effectiveness of all 8 actions included in Goal #1, it was determined that most were important and significant in making progress towards the goal to "Increase student academic growth and performance and provide high quality instruction for all students." The most important actions have been the retention of highly qualified teachers in every classroom, the adoption of standards-aligned curriculum, and the purchase of the Chromebooks and hotspots. These key elements have been the foundation to academic growth for all students in grades K-8. Highly qualified staff have driven the efforts to improve teaching practices, implement programs and supports, and review data in multiple modalities to monitor student mastery of standards. Effectiveness of these actions can be found in the specific metrics measuring growth of CAASPP assessment results in both ELA and mathematics. Adoption of curriculum allows teachers to stop creating their own materials and supplements after the implementation of NGSS standards and to use a program that ensures all students are receiving high quality first tier instruction. And the purchase of Chromebooks and hotspots allows for all students to access online material, including core curriculum as well as intervention and supplemental programs, and ensures connectivity for those who otherwise may not have internet access outside of school. While 1:1 devices are more commonly used in the upper grades, even students as young as 1st grade use them daily for iReady and individualized supports. Again, the effectiveness of these actions can be found in the specific metrics measuring growth

of CAASPP assessment results in both ELA and mathematics, as well as Williams Act compliance results, and highly qualified teacher results for 2021-2022. With these goals in place, data shows that CAASPP scores have increased for the Spring 2021 results and iReady data for the 2021-2022 school year greatly improved from Fall to Spring. The additional credentialed teacher support in 2nd grade was also worth noting as it provided a great deal of first, second, and third tier instruction, especially in reading, for the students who demonstrated the most need, which in turn set them up for greater success in 3rd grade where they will take their first CAASPP test next year. In measuring parent survey data, only two of the three goal areas were met, with a need for clarity on intervention and support data as not all parents were aware if their student qualified for additional support and some parents knew this was an area that did not impact their student.

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

Once reflection and evaluation of the 2021-2022 school year was complete, a few changes were made to Goal #1. First, the overarching goal to "Increase student academic growth and performance and provide high quality instruction for all students" will remain unchanged as it is still applicable and incredibly significant, especially after returning to school post Distance Learning. The individual metrics changed slightly with only two changes. The first was under "CAASPP Assessments Math". This metric goal was to achieve 50% proficiency by 2023-24 and was met in 2021. The new goal for 2023-24 will be to attain 53% proficiency for this metric. The second was under "Curriculum Adoptions." This was deleted as a metric because it is more accurately reflected in Action 1.3. As baselines continue to be established, and once the California School Dashboard is reestablished, tracking data using the listed metrics will remain relevant. The information gathered from each of these metrics will continue to help drive future goals and actions and is at the core of the school and the district.

Changes were made to actions to reflect the updated needs for 2022-2023. First, Action #1 changed the language for science implementation in grades 6-8 to science implementation and training for grades K-8 to support the new adoptions. Action #2 remained the same but the expenditures were decreased to reflect the change in student population between elementary enrollment and charter enrollment. In 2021-2022, the ratio was 40% elementary and 60% charter. Moving to 2022-2023, that ratio has changed to 30% elementary and 70% charter. The updated staffing funding reflects this shift. Action #3 was changed to reflect that the 6-8 science adoption was completed and that 2022-2023 would focus on adoption and implementation for grades K-5. Action #5 added the work "monitor" to the description to reflect that an approved plan would be in place early in the school year. One of the most significant changes was made to Action #7. Without continued funding and without a designated need, this action has changed from the addition of a math or reading coach, to instead reflect support in the area of induction for new teachers. The budgeted amounts changed from \$39,300 in 2021-2022 to \$2,400 in 2022-2023. No changes were made to the overall goal for Goal #1 as it is still incredibly applicable. One change was made to the metrics for Goal #1, "Curriculum Adoptions." This information has been moved into action step 1.1, "Meaningful and relevant professional development" and action step 1.3, "Adoption and implementation training of science curriculum in grades K-5." The content was important and relevant towards achieving Goal #1, but it was more appropriate to chronicle this as an action step and not a metric.

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

Goals and Actions

Goal

Goal #	Description
2	Provide students with targeted and tiered interventions and enrichments.

An explanation of why the LEA has developed this goal.

Goal # 2 meets LCAP Priority Areas #1,2,3,7, and 8. Based on a review of CAASPP scores, California School Dashboard data, and internal benchmark assessments from Spring 2019, there is a clear need for greater and more focused student intervention programs. Distance learning and hybrid learning from March 2020 through April 2021 (and still current based on family choices to remain in Cohort C) have intensified these needs. iReady has been a continuous program to monitor student academic growth, but when students were not in the classroom full time, it was difficult to monitor the legitimate use of the program as well as the diagnostic assessments. Only when students returned to school were the assessments considered valid, and there were not enough of these tests to establish new baseline data to move forward with. Instead, a true baseline will be created when students return to school in-person in Fall 2021. FLEX time is time devoted in the school day for every classroom to provide small group interventions, and with social distancing measures in place, most of these practices were placed on hold for the 2020-2021 school year, leading to the potential of greater student learning loss. When it was safe to do so, aides began pushing back into classrooms and working with students to start the process of small group interventions, but the work has just begun and did not represent a complete year of student growth. Staff surveys, and input from the Extended Learning Opportunities Grant Plan survey and committee, indicated the greatest need for intervention was increased aide time to run more groups, even outside of FLEX, and additional personnel support from certificated teachers. There were also numerous requests for curriculum, materials, and iReady professional development, to support this work moving forward. In addition to addressing students who were below grade level proficiency, a great deal of feedback was provided in the annual parent survey asking for more opportunities for enrichment and extension activities. With so much focus on the next 3 school years being on intervention, parents of grade level or above grade level proficient students wanted to extend the learning for their children as well. Staff made reference to this in the staff survey and through staff meetings and PLC notes about the need to bring back clubs and programs for gifted and high-achieving students, or those wishing to explore new learning opportunities such as STEM, athletics, and clubs. Feedback indicated that not only would this help to improve student academic achievement, but would also help to improve the culture of the school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Diagnostic Data	Students have not engaged in iReady for reading and math for	Newcastle students have had the opportunity to engage			Final diagnostic data for 2023-2024 will show 70% of students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>an entire year while at school. Baseline data currently shows Initial Reading Baseline Diagnostics: Tier 1/Green = 45%; Tier 2/Yellow = 30%; Tier 3/Red = 24%. Final Reading Diagnostics: Tier 1/Green = 66%; Tier 2/Yellow = 20%; Tier 3/Red = 15%. Initial Math Baseline Diagnostics: Tier 1/Green = 30%; Tier 2/Yellow = 47%; Tier 3/Red = 23%. Final Reading Diagnostics: Tier 1/Green = 59%; Tier 2/Yellow = 30%; Tier 3/Red = 12%.</p>	<p>in iReady all school year and have reestablished baseline data. Initial reading diagnostics indicated Tier 1/Green = 39%, Tier 2/Yellow = 39%, Tier 3/Red = 22%. Final reading diagnostics showed Tier 1/Green = 62%, Tier 2/Yellow = 23%, and Tier 3/Red = 15%. Initial math diagnostics indicated Tier 1/Green = 27%, Tier 2/Yellow = 53%, Tier 3/Red = 20%. Final math diagnostics showed Tier 1/Green = 57%, Tier 2/Yellow = 30%, and Tier3/Red = 13%.</p>			<p>Tier 1/Green for reading and 65% of students Tier 1/Green for math. Tier 3/Red for both subjects will be 10% or less of all students. iReady diagnostic data will be directly correlated to CAASPP scores in student proficiency levels.</p>
<p>Student Intervention Team Meeting Logs</p>	<p>Student Intervention Team meetings were placed on hold during distance and hybrid learning and began again in March 2021. The current baseline is 3 team meetings and 8 referred</p>	<p>5 Student Intervention Team meetings were held and 8 students were referred. The goal of having a meeting every month was not met.</p>			<p>Student Intervention Team meetings will be held at least once a month for August 2023-May 2024 with at least all students not covered by an IEP in the lowest 5% in iReady reading and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students for the 2020-2021 school year.				iReady math represented.
CAASPP Assessments ELA	Last CAASPP data from 2019 indicated proficiency at 50%. New baseline data will be established after 2021 results are released.	Newcastle elected to complete the modified CAASPP assessment to try to establish new baseline data and to measure student progress. ELA scores increased 6%, from 50% proficiency in 2019 to 56% proficiency in 2021. This growth moves proficiency rates to within 9% of the 23-24 desired outcome.			CAASPP data will show ELA proficiency rates of 65% or higher.
CAASPP Assessments Math	Last CAASPP data from 2019 indicated proficiency at 34%. New baseline data will be established after 2021 results are released.	Newcastle elected to complete the modified CAASPP assessment to try to establish new baseline data and to measure student progress. Math scores increased 17%, from 34% proficiency in 2019 to 51% proficiency in 2021. This growth meets proficiency rates goals for the 23-24 desired outcome.			CAASPP data will show Math proficiency of 50% or higher.
Enrollment Logs for Enrichment Activities	During Covid (March 2020 - June 2021),	Enrichment clubs expanded significantly			At least 10 enrichment clubs will be available

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	only 2 virtual enrichment opportunities were offered two students through online short-term clubs.	this year. Newcastle is able to share what clubs were offered, but most clubs did not use a sign-in system for every class, which also varied greatly. The baseline data moving forward will be based on how many clubs and classes were offered and will eliminate exact student enrollment. For 2021-2022, Newcastle offered at least 12 clubs (Naturalists, Fly-Fishing, Robotics, DI, Theater, Dance, Chess, Leadership, Bee-Bots, 3 different Art Clubs, etc.) and all sports were available to students. This goal has been met and will continue to develop in future years.			for all students in grades TK-8 throughout the school year. Numbers for enrollment will grow year over year from 2021-2022 to 2023-2024.
English Language Learner Reclassification	Because the number of EL students is so low (currently it is 15 for the district), a typical reclassification rate is 0-1 students each year. In 2020-	Newcastle enrollment indicated 12 English language learner students for the 2021-2022 school year. 1 reclassification took place in August 2021.			25% of English language students will reclassify from EL status to RFEP each year from 2021-2022 through 2023-2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021, 1 student reclassified to RFEP.	Though student data will not be official until the summer when scores are released, it is highly anticipated that 1 student in grade 2 will be reclassified, and possibly another in grade 7. The goal of reclassifying 1 student has been met. The goal of reclassifying 25% of EL students has not been met. RFEP for years 2 and 3 will be based on a percentage and not number of students.			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Extended school day for intervention	Using one-time learning loss dollars, opportunities for student intervention will be available before and/or after school to identified students needing additional support. Enrollment will be by invitation only and will target those students most in need based on results of iReady diagnostic data and classroom benchmark assessments. Classes will be staffed with appropriately trained staff consisting of certificated teachers, trained instructional aides, and parent and community volunteers as needed.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Intervention curriculum, materials, and training	Separate curriculum specifically targeting student needs will be purchased for small group intervention and for before and/or after school programs in the areas of reading and mathematics. Training will be provided to the appropriate staff as needed. Additional materials, such as school supplies, manipulatives, workbooks, etc. will also be purchased to support the appropriate use of identified intervention curriculum.	\$48,300.00	No
2.3	iReady professional development	Professional development will be offered for iReady in two main areas. One will include all new staff new to the program needing training on iReady implementation basics. The other will focus on all teachers and aides needing to learn how to access and utilize the resources provided in the Teacher Toolbox component of the iReady program, which provides specially designed lessons for reteach and intervention as determined by student diagnostic data.	\$3,200.00	No
2.4	Student Intervention Team meetings, materials, and trainings	Student Intervention Team meetings will require release time for 2-3 roving subs at least once a month. This will allow classroom teachers to attend SIT meetings during the school day and with a team of SIT trained team members. In order to implement identified strategies, the SIT team will need to purchase materials for teachers to use in the classroom that can be delivered during the meeting (for example, a wobble seat, a red homework folder, or a fidget pencil). Also, and staff who wish to serve as the SIT lead for their PLC may have the opportunity to attend a UDL refresher course provided by PCOE.	\$3,000.00	Yes
2.5	Enrichment clubs and extra-curricular offerings	Teacher and/or leader stipends will be available for enrichment club advisors given a variety of clubs are available to students in grades TK-8. This may include virtual clubs, in-person clubs, GATE opportunities, and athletics.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	School support for foster youth, homeless, low-income, and English language learner students	Students who qualify for foster youth, homeless, low-income, and English language learner students will be provided with the materials and resources needed to be successful in school. This may include school supplies, clothing, meals and snacks both at school and at home, funding for participation in extra-curricular activities, bus passes, additional technology and devices, access to laundry facilities for students, school spirit wear, and any other items deemed important to the social and academic inclusion at school. This may also include homework spaces that are not provided in the extended school day model and/or county support for tutoring programs.	\$38,000.00	Yes

Goal Analysis [2021-22]

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

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

As described in the reflection of Goal #1, the most significant impact to actual implementation of the actions listed was staffing shortages. Not having the appropriate staff both internally and externally limited almost every aspect of Goal #2: Provide students with targeted and tiered interventions and enrichments. Not having qualified and credentialed staff able to serve as extended school day teachers or bus drivers limited the ability to implement Action #1 and Action #6. Though every effort was made to advertise for these positions, to reach out to neighboring districts, to increase the hourly rates for in-house teachers, and to think outside the box, no staffing became available until the end of the 2021-2022 school year and that was for a limited window of time only. Action #3 was also only partially implemented due to staffing shortages which made it near impossible to secure substitute coverage release time for iReady professional development, for student intervention team meetings. These trainings were planned and constantly had to be moved or changed to try to accommodate potential coverage, which did not occur despite every best effort. And finally, Action #2 was not fully implemented because English Language Learner curriculum was identified and piloted, but final purchases will not be made until the summer 2022 and post LCAP final adoption.

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.

One of the most significant material differences was found in Action #1. \$16,500 was committed to provide extended day learning and after school intervention, but only \$1,000 was actually expended. Staffing shortages led to unfilled positions available for teachers, despite multiple efforts to problem solve and hold discussions at staff meetings throughout the year. About 2/3 of the way through the year, Newcastle Teachers Association negotiated successfully to increase the after school hourly rate to \$50/hour, but that only led to two teachers deciding to take on the extra duties. This was so late in the year that only two short intervention cycles were run for grades 6-8 only. Action #3, which was iReady professional development, did not occur because substitutes were not available to cover teachers for release time to receive

training. Action #4 indicates funding for student intervention team substitutes, which the school was not able to secure. Most SIT meetings took place during off-hours and during teacher prep times instead. Action #5, which was the increase of enrichment clubs, showed expenditures lower than what was budgeted because many of the costs that were anticipated were either donated or covered by other funds. The actual expenditures do not accurately reflect the significant growth of enrichment clubs for the 2021-2022 school year. Action #6 was lower than budgeted because of two major factors; first, EL curriculum was identified but not purchased, and second, bussing was not available all year due to not finding a driver to fill the position. A material difference was also evident in Action #2, only more was actually spent than budgeted in this category with \$75,500 budgeted and \$160,535 spent. This discrepancy is because a change was made in where intervention aides would be identified, and it was decided to move the cost of these positions to this action as it was a better fit and more true to the cost of implementing this action step.

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

It was frustrating to having funding for many positions that would have been supportive of Goal #2: Provide students with targeted and tiered interventions and enrichments, yet no staffing to fill those positions. All students, but especially those who qualify as low income, homeless, foster youth, or English language learners, would have greatly benefitted from the support of after school intervention and would have potentially increased attendance rates with bussing services in place.

Action #1 helped to provided targeted intervention to students who needed it most after school. It was planned to be implemented all school year, but no teachers were available to run the program until the end of the year. This led to some effectiveness towards increasing student proficiency, but not to the degree planned. Action #2 was effective towards providing intervention in all grade levels with the purchase of IXL, which was additional support for reading, math, and science. Action #3 was not effective in making progress towards Goal #2 because no release time was available for teachers to receive training that would have helped with navigate the intervention program embedded in iReady. Action #4 was partially successful because a few, critical SIT team meetings were held, but not every month like initially planned. SIT meetings were scheduled for a full school year, but were interrupted by two significant factors. First, subs were incredibly difficult to secure, which led to the cancellation of many meetings. Second, teachers were asked to make and document parent contacts before referring students to SIT, which led to a decrease in referrals. Action #5 was highly successful in making progress towards the goal of providing enrichments and the amount of classes and programs that were offered far surpassed the original goal. Students reported feeling more connected to their school when they were connected to after-school activities. Action #6 continued to be effective for high need students by allowing one staff member to oversee all programs for English language learners, foster youth, homeless youth, and low-income students. Having one embedded contact that knew and could communicate with students, staff, families, and community supports was invaluable to providing needed services and meeting needs for all involved.

Actions worth highlighting that were indeed effective include a strong staff of intervention aides accompanied by a master schedule that ensured coverage at all grade levels, the purchase of IXL as an additional intervention/pre-teach/credit recovery tool for teachers and for students, and a drastic increase in clubs and enrichments offerings for the entire school year, even when visitors were limited on campus. These successes provided a foundational level of support for both struggling students and high achieving students alike. Actions that were not as effective for Goal #2 included a lack of student intervention team meetings and a lack of curriculum to support English language learners.

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

Because of both funding for the 2022-2023 school year and a reflection of progress made or lacking for the 2021-2022 school year, a few changes have been made to the Actions for Goal #2. Action #1 has been reduced from \$16,500 to \$5,000 to reflect the staffing shortage and to show a more accurate picture of how many rounds of intervention may take place (though the district would be pleased to have more teachers available than initially budgeted in order to serve more students). Action #2 has been reduced from \$75,500 to \$48,300 because IXL was purchased with a multi-year contract and does not need to be purchased again for three years. This change was not evident in the description because IXL was not initially specifically identified, and funds are available if there are additional intervention materials needed for 2022-2023. A reduction in funding for Action #5 occurred because the enrichment clubs have been established and have less of a need monetarily moving forward. Finally, in Action #6, the amount was increased in an attempt to continue to search for bussing services and staffing to serve the needs of our students. Though language for all 6 actions remained the same, the dollar amounts have been adjusted according to the needs established after review of the 2021-2022 school year. No changes were made to the overall goal for Goal #2 as it is still incredibly applicable. No changes were made to the metrics for Goal #2, even though some have been met, because establishing accurate data after distance learning is a longer process than one year, and Newcastle would like to track the data for a three year period before determining new goals to work towards.

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

Goals and Actions

Goal

Goal #	Description
3	Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness.

An explanation of why the LEA has developed this goal.

Goal # 3 meets LCAP Priority Areas #3, 5, 6, and 8. Stakeholder feedback for staff, students, and parents has indicated that there is room for growth in certain areas of health, engagement, and wellness. One of the standout comments from staff, and one of the most frequent comments made by parents at board meetings in the 2020-2021 school year (and prior as well) has been the need to address social and emotional skills for students. In the past, the district has implemented In Focus, a program focused on improving social and emotional intelligence through daily lessons in PLC grade-level blocks. While In Focus served a specific need, staff has requested curriculum with more depth, more focus on skill-building, has digital access and more grade level appropriate for the middle years students. This program will ideally also contain components for wellness for parents and staff as well. The California School Dashboard reported that Chronic Absenteeism rates were last reported as Orange status, leading to the need to decrease absenteeism rates. Strategies to address this need and to improve rates will be implemented. Student responses and feedback gathered through the California Healthy Kids Survey has not yet been established, so the need exists to determine where students are emotionally and mentally, to determine how to best meet their needs moving forward. For the duration of the last LCAP cycle, PBIS, or a similar platform, was always included as an action step, but very little was done to make progress, or even effectively implement, a school-wide behavior management and culture building program. Though it was one of our greatest needs, and impacted many aspects of learning and staff and family satisfaction rates, it was a last thought in planning. With new administration leading the charge for school-wide improvement, a renewed focus on a behavior management system has resurfaced and has new energy and urgency behind it. Distance learning and hybrid learning made it difficult to focus on this action step from March 2020 - March 2021, and even through the end of the 2021 school year. It is included as an action step because of its importance moving forward for the next 3 years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey	The California Healthy Kids Survey was not given in 2019-2020 school year as the district shifted to full	Though the California Healthy Kids Survey was given to students in Spring 2021, the district received some			All student responses will indicate a 70% or higher agreement rate in the categories of school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>distance learning in March, prior to the administration of the survey. Surveys were reinstated in May 2021 and baseline data will be established prior to the 2021-2022 school year as results are released over the summer.</p>	<p>concerning feedback that the data might not be valid, not because of CHKS or the county, but because of some student attempts to skew the data. Despite these reports, initial data of key metrics indicate: Grade 6: School connectedness: 69%; Feeling safe at school: 68%; Witnessed substance abuse: 21%; Student wellness: 84%, Peer supports: 87%. Grade 7: School connectedness: 58%; Feeling safe at school: 59%; Current alcohol/drug use: 0%; Wellness: 60%; Peer supports: 78%. This data established a new baseline.</p>			<p>connectedness, feeling safe at school, student wellness, and peer supports. Elementary school students will indicate that less than 15% have witnessed substance abuse. Middle school students will indicate that 0% engage in alcohol/drug use.</p>
Annual Staff Survey	<p>All staff responses to specific questions under the headings of safety, communication, and culture were at an 80% satisfaction rate</p>	<p>All staff responses to specific questions under the headings of safety, communication, and culture were at an 80% satisfaction rate</p>			<p>All staff responses in the survey areas of safety, communication, and culture will remain at 80% satisfaction rates or above for each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	or higher, except in the areas of: discipline policy and procedures, home Chromebook filters, district communication and concerns, and board level input and communication.	or higher, except in the areas of: discipline policy and procedures, discipline being fair, consistent, and timely, and the board being receptive of staff input.			from 2021-2022 through 2023-2024.
Annual Parent Survey	All parent responses to specific questions under the headings of safety, communication, and parent involvement were at an 80% satisfaction rate or higher, except in the areas of: emotional safety, website usefulness, discipline communication, school involvement, valued input, satisfaction of programs, and board level input and communication.	All parent responses to specific questions under the headings of safety, communication, and parent involvement were at an 80% satisfaction rate or higher, except in the areas of: discipline being fair, consistent, and timely (74%), school and district websites being useful (75%), and satisfaction with opportunities, programs, and environment at NES/NCS (76%).			All parent responses in the survey areas of safety, communication, and parent involvement will remain at 80% satisfaction rates or above for each year from 2021-2022 through 2023-2024.
Parent Attendance for Events and Trainings	Zero parent events were planned or implemented for the 2020-2021 school year, mainly due to	Early in the 2021-2022 school year, attempts were made to host at least one parent event, but due			At least 20 parents will attend family events or parent trainings and events for each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Covid restrictions and a focused need to open school in a safe and timely manner. Therefore, zero parents were in attendance for parent events.</p>	<p>to ongoing Covid restrictions about visitors on campus in the first half of the year, these had to be postponed. Zero events other than Open House were planned and implemented for the 2021-22 school year. The first significant in-person event that the school hosted was Open House in late May, which had a strong turn-out by families (approximately 75% and possibly 200 adults as reported by teachers at the next staff meeting). Meetings were held this school year to calendar two parent nights (one math night and one literacy night) for the 2022-23 school year, which has been published for staff and distributed.</p>			<p>in 2021-2022 through 2023-2024.</p>
FIT Tool Report	<p>The FIT Report for the 2020-2021 shows an Exemplary rating.</p>	<p>The FIT report for the 2021-22 school year shows a Good rating.</p>			<p>Newcastle Elementary School will maintain a rating of Good or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Exemplary each year for all areas identified in the FIT Report.
Chronic Absenteeism Rate	For the 2020-2021 school year, attendance rates were difficult to track due to distance learning, hybrid learning, and Covid quarantines. Reportable chronic absenteeism increased to 9.7% in the 2020-2021 school year (up from 8.5%) and was last reported on the California School Dashboard as orange status.	DataQuest established a baseline of Chronic Absenteeism in 2020-21 9.7%. For 2021-22, absent rates increased during Covid outbreaks and quarantines. The school office has made notes of those absent for Covid and those absent for quarantine, but is not able to break down that data to create an accurate percentage of Chronic Absentee rates. Newcastle is anticipating declining to red status on the California School Dashboard, especially due to lack of clarity in how absentee rates are determined in this new wave of absences.			Chronic absenteeism rates will be at 5% or lower. Dashboard data will show these rates as blue status.
Discipline Reports	Data collected for the 2020-2021 school year was not an	SWIS data was not input for the 2021-22 school year. Referrals			Data for the 2021-2022 through the 2023-2024 school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	accurate representation of a typical year as students spent a significant amount of time in distance and/or hybrid learning. New baseline data for referrals, suspensions, expulsions, and SWIS data will established in the 2021-2022 school year. DataQuest indicates 0 suspensions and 0 expulsions for the 2020-21 school year.	were: 15 for grades TK-2, 14 for grades 3-5, and 21 for grades 6-8. 5 suspensions occurred in 2021-2022. 0 expulsions occurred.			years will be collected, establishing a baseline of referrals and suspensions in 2021-2022, and showing improvement in identified areas of need each year after. The district will maintain less than 4 suspensions and 0 expulsions. SWIS data will be reestablished and show data-tracking and improvement for each year as well.
Catapult Emergency Management System	Catapult was established as the school emergency management system platform for the 2020-2021 school year. It was implemented in the Winter/Spring of 2021 as students returned to in-person learning. Administration began to require teachers to utilize the platform after a few practice drills where learning	This metric has been discontinued.			This metric has been discontinued.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the system was the priority.				

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Continued implementation of new SEL curriculum	The new social-emotional curriculum that is age appropriate and spans all grades levels TK-8, currently Second Steps, will be purchased, and implemented in all classrooms, as well as provide extension opportunities for staff and parents as well. Training, if needed, will be included for all staff.	\$3,000.00	No
3.2	Parent education and learning opportunities	At least 3 parent learning events will take place at school during the 2021-2022 school year, focusing specifically on items related to health, wellness, engagement, mental health awareness, and student safety. These may be provided by outside independent contractors, or by current counselors, nurses, and/or teaching staff. These events also may take in place in-person on as online events.	\$300.00	No
3.3	Parent "Town Hall" event	Newcastle Elementary School will host it's first "Town Hall" event, inviting parents to engage in and to give feedback on the direction of the school, long-term planning, and data-walks to use in goal setting and future LCAP planning.	\$0.00	No
3.4	Chronic absenteeism mitigation measures	Newcastle Elementary School will run monthly attendance reports which will be reviewed by the district administration team to identify those students in chronic absenteeism status or those nearing it. These students will have increased communication with families, including parent meetings and home visits to address root causes. Families may also be required to participate in "mini-SARB" meetings held within the district, prior to making an official SARB referral. All	\$19,400.00	No

Action #	Title	Description	Total Funds	Contributing
		efforts will be put in place to provide needed resources to address any and all factors or chronic absenteeism. Release time for teachers to attend meetings will be provided by a roving sub.		
3.5	Increased Go Guardian measures	Go Guardian, a program that monitors student activity on district-provided Chromebooks and when using district-provided Google accounts, will continue to be implemented, with a greater focus on teacher usage in the classroom and parent usage at home beginning in the 2021-2022 school year. This will require additional trainings for both stakeholder groups and a continued contract with Go Guardian.	\$2,100.00	No
3.6	Counseling time for general education students	Each week, counseling time for general education students will be available, with priority given to targeted students who qualify as foster youth, homeless, English language learners, or low-socioeconomic status. Counseling will focus on SEL skills and strategies and will also help connect students to resources.	\$25,000.00	Yes
3.7	Reestablish PBIS program or similar platform	With new administration leading the charge for school-wide improvement, a renewed focus on a behavior management system has resurfaced and has new energy and urgency behind it. Distance learning and hybrid learning made it difficult to focus on this action step from March 2020 - March 2021, and even through the end of the 2021 school year. It is included as an action step because of its importance moving forward for the next 3 years.	\$1,200.00	No

Goal Analysis [2021-22]

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

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

Goal #3: Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness, had a few substantive difference between what was planned and what was implemented. For Actions #2 and #3, it was difficult to

bring parents to campus for the the first half of the year because of district mandates surrounding visitors and parents on campus. Because of this, and the changing nature of policies and mandates, it was decided that the parent education events would occur next school year. Also, a parent town hall was moved to next year because of visitor policies, but also indications of parent burnout as families navigated another year of restrictions and changing rules. During board meetings, parent input was collected throughout the entire year, and that data was used in lieu of a formal town hall. And while it did not serve the same exact purpose, it did fill a void of relevant information from parent voices that needed to be heard. The other significant discrepancy between what was planned and what was implemented was found in Action #4, addressing chronic absenteeism. While it was anticipated that attendance would rebound back to a more normal status in the 2021-2022 school year, that process was more complicated than originally planned. In order to keep accurate notes of absences, including differentiating between students who were absent due to illness, independent study, Covid exposure, Covid quarantine, excused and unexcused, the office had to create an entire tracking system within Aeries. This proved to be incredibly effective but slowed the SARB process as it was planned. A great deal of work went into tracking every absence, but in-house SARB meetings and notifications were slower to occur than planned, leading to less parent meetings being held in person than expected. The remaining four actions took place as planned. Not having accurate California School Dashboard data also made it more difficult to measure improvements in attendance and metrics were hand calculated by office staff and with the Coordinator of Programs.

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.

Action #1 indicated a new social-emotional curriculum would be purchased and budgeted \$3000 for that item. Teachers wanted to return to Second Steps and the total cost for a one year subscription was only \$1050. No dollars were spent under Actions #2 and #3 and will roll into future years. Action #4, which tracked chronic absenteeism and implemented improvement strategies, was budgeted for \$19,400 and spent only \$6,200. That number was lower because a large portion ended up being expensed to the charter school instead of charging it all to the elementary school. There were also less meetings and visitations than planned because of Covid quarantine mandates and complications. Finally, PBIS training identified in Action #7, which was budgeted for \$1,200 and actually expended only \$360 was lower because of a lack of training opportunities. Newcastle wanted to reserve funds to provide training to the staff on restorative practices, as part of the PBIS process, and could locate a local trainer during the 2021-2022 school year that fit the time frame and structure desired. Though a trainer has been secured for Fall 2022, it did not fall into the correct year for funding. All other actions and planned expenditures for Goal #3 were implemented as planned.

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

Having a complete and schoolwide social-emotional curriculum was a positive step forward in addressing student needs and working towards the goal of fostering wellness, especially post distance learning. Action #1 (SEL curriculum) was implemented as planned and teachers were instrumental in making the process effective and meaningful. This action was effective in increasing student wellness through observational data, but no other key metrics have been collected yet. Action #2 (Parent education) and Action #3 (Parent town hall) were not effective action steps. Metrics indicated that no parent education events and no parent town halls were held. The first significant in-person even that the school hosted was Open House in late May, which had a strong turnout by families. Restrictions to visitors on campus made planning events incredibly difficult. Action #4 (Chronic absenteeism) was difficult to measure effectiveness. Chronic absenteeism rates increased to

9.7% in 2020-21. With so many absences recorded in 2021-22 due to Covid quarantines and illnesses, the district is unsure how these absences will count toward the chronic rate. In these situations only, there was little that could be done to improve attendance, especially for students who were required to be out for more than 1 quarantine cycle. Action #5 (Go Guardian) was effective in providing a safe learning environment by providing the ability to be able to monitor student Chromebook usage both at school and at home. This allowed the district administration a chance to proactively approach concerns based on student search history. In one instance, a potential case of student self harm was prevented by having the correct filters in place and by having a site principal willing to follow up on each and every alert. Action #6 (Counseling) was a key component toward providing a safe and positive learning environment with the increase in counseling services for general education students. In previous years, most counseling time was scheduled for students with IEP's, but during the 2021-22 school year the additional hours to serve all students proved to be incredibly beneficial. This also included a new counselor who connected well with students and created a depth of impact with each one. Finally, Action #7 (PBIS) was effective in providing structure for safety for students and a movement was made towards providing opportunities for restorative practices as part of PBIS, leading to greater student connectivity to school, though little data is evident to support this anecdotal observation.

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

Action #1 planned on making an initial purchase of an social-emotional curriculum and because that purchase has been identified, the language for the action changed to "continued" implementation of Second Steps. Actions #2 and #3 will remain the same, even though they were implemented in the 2021-2022 school year. Action #4, #5, #6, and #7 will all remain the same as they are still applicable and relevant. No changes were made to the overall goal for Goal #3 as it is still incredibly applicable. No changes were made to the metrics for Goal #3, even though some have been met, because establishing accurate data after distance learning is a longer process than one year, and Newcastle would like to track the data for a three year period before determining new goals to work towards. One metric has been discontinued, "Catapult Emergency Management System." This metric would have been more appropriately listed as an action step instead of a metric. If and when the district chooses to reinstate Catapult (or another similar emergency management system), it will be added to the actions.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$70,299	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.27%	0.00%	\$0.00	4.27%

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

Required Descriptions

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

To meet the unique needs of our subgroup population, the following actions and services were included in the 2021-2024 LCAP to support increased and/or improved services for foster youth, English learners, and low-income students.

Through data analysis and educational partners engagement, and as reflected in the Identified Needs section of the LCAP, Newcastle’s data shows that 9.7% of students are chronically absent due to various reasons (COVID, illness, etc.). Additionally, we saw the same high rates of chronic absenteeism in the data for our unduplicated students and student groups: Low-Income (9.3%), Homeless (15.4%). Feedback from educational partners indicated, overwhelmingly, the need to support our unduplicated pupil groups and address chronic absenteeism and positive attendance.

To address these needs, we will provide the following action and service to ensure that students receive supports to promote positive attendance. Newcastle Elementary will continue to provide counseling services in order to support students in feeling connected to school and to ensure scaffolds, supports, and strategies are implemented to support students in the classroom behaviorally, and social-emotionally (Actions 3.6)

We expect that we will see an increase in attendance for low income and homeless students as priority will be given to unduplicated students with a direct focus on both SEL strategies, as well as a connection to local and county resources (in conjunction with Action 2.6). However, all students who are chronically absent will benefit from counseling time, this action will be available for all students, as needed. (National University (2021), Social Emotional Learning and Why It Matters for Educators.)

Goal #3: Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness.

Action #6: Though counseling time will be available for all students as needed, priority will be given to targeted students with a direct focus on both SEL strategies, as well as a connection to local and county resources (in conjunction with Goal #2, Action #6). Staff has participated in Trauma Informed Practices professional development provided by the county during the pandemic, which has led to an identification of the need for an extension of counseling time for targeted student.

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

The Newcastle Elementary School District has been thoughtful in considering the needs of foster youth, English learners, and low-income students in both the context of academic student growth and supports, as well as identifying and addressing the social-emotional impact of providing services to these students. Newcastle is committed to providing a program for all students which supports pathways to career and college readiness as students graduate from the district in 8th grade. To ensure that all unduplicated pupils and targeted student groups are provided with opportunities for support services, interventions, and enrichments, and to receive support and assistance to achieve grade level standards and mastery, school site supports and services have been designed within the LCAP plan. Funds will be used to increase staffing and services, provide training, and provide identified resources and supports in alignment with the goals of the district.

The goals and actions that will be implemented school-wide contain strategies that help targeted students and are also effective for the entire population, but the greatest area of impact will be in the three identified student groups. Students will need to receive quality, Tier 1 instruction, utilizing core strategies of quality teaching as well as UDL strategies, before determining what interventions are necessary (Novak; Hollingsworth and Ybarra). By including targeted students in many (but not all) of the same intervention processes of their peers, and not singling them out in a way that identifies their status as EL, FY, or LI, most develop a sense of belonging in the school community, leading to greater levels of engagement and mastery (Suttie, UC Berkeley). In some Newcastle Elementary School grade levels, only one student is identified as EL status, or only 2-3 qualify as low-income. Every effort is made to put systems of support in place that do not exclude and isolate these students from access to quality intervention during whole class FLEX time.

Goal #1: Increase student academic growth and performance:

Action #5: English Language Learner Master Plan. All English language learners will benefit from a structured master plan that incorporates best EL teaching practices into general education classrooms (Bularzik & Bogiages, Supporting English Language Learners Through Inclusion And Task Based Instruction), and a master plan that also incorporates time for individual instruction with a credentialed teacher (Abraham & Vann, Strategies of Two Language Learners: A Case Study).

Action #8: A significant number of students who qualify as high-need do not have access to technology outside of school, including both devices and internet connectivity. By purchasing additional devices for this population to take home and/or use in school, these targeted students will be able to better complete homework assignments, access support resources and programs online, increase technology skills and exposure, and students are ensured equal educational opportunities as those who have technology access within the home. Newcastle has also been identified as one of the regions in California in a connectivity drought. Providing hotspots to low-income families who cannot afford to bring internet into the home is another way increase educational access for high need students and families, increasing opportunities for parents to email teachers and administration to promote engagement. (McKillip and Loom (2020), Education Law Center, Investing Additional Resources in Schools Serving Low Income Students).

Goal #2: Provide students with targeted and tiered interventions and enrichments.

Action #4: There is a direct correlation in Newcastle Elementary School between students who qualify as low-income and English learners and the need for intervention and remediation during the school day. The pandemic and limited student access to online technology has been more prevalent in these two student groups, increasing the potential for learning loss at a greater rate (McKinsey & Co., Covid 19 and Student Learning Loss in the United States). Though Action #1, extension of the school day, and Action #4, Student Intervention Teams, will be accessible to all students, they will be prioritized by greatest needs which will allow low-income students, English learners, and foster youth to take priority of services and supports. Additional time for learning outside of the school day is a strategy to close the achievement gap with targeted students (Goldberg, Extended Learning Time For Disadvantaged Students).

Action #6: School support for foster youth, homeless, low-income, and English language learner students. This action step is directed at providing funding for additional materials, supplies, and to directly fund needs of targeted students that allow them to lower their affective filter and lowering anxiety levels, allowing the student to focus on learning during the school day instead of outside factors (McLeod (2018), Maslow's Heirarchy of Needs).

Goal #3: Provide a safe and positive learning environment and opportunities for students, parents, and community engagement and wellness.

Action #6: Students who qualify as high need, including English language learners, low-income and foster or homeless youth have priority over limited general education counseling services. Many of these students come to school with additional social-emotional needs that need support in conjunction with other services such as academic intervention. Counseling time is limited for general education students and those who qualify as high needs have been given the first opportunity to meet with the counselor and all additional general education time has been consumed by students who qualify as high needs (McLeod (2018), Maslow's Heirarchy of Needs).

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 Elementary School does not have a high concentration (above 55 percent) of unduplicated pupils and 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		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$943,248.00	\$204,396.00		\$69,496.00	\$1,217,140.00	\$1,056,940.00	\$160,200.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Meaningful and relevant professional development	All	\$0.00	\$24,000.00			\$24,000.00
1	1.2	Highly Qualified teachers in all academic classes	All Students with Disabilities	\$724,758.00	\$110,096.00		\$65,296.00	\$900,150.00
1	1.3	Adoption and implementation training of science curriculum in grades K-5	All	\$95,000.00				\$95,000.00
1	1.4	Additional materials, subscriptions, and technology programs that support the core curriculum	All		\$12,000.00			\$12,000.00
1	1.5	English Language Learner Master Plan	English Learners	\$12,790.00	\$0.00	\$0.00	\$0.00	\$12,790.00
1	1.6	Parent education trainings	All	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
1	1.7	Math coach and reading coach						
1	1.8	Chromebooks and hotspots	English Learners Foster Youth Low Income	\$17,000.00				\$17,000.00
1	1.9	Teacher induction support	All	\$2,400.00				\$2,400.00
2	2.1	Extended school day for intervention	All		\$5,000.00			\$5,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Intervention curriculum, materials, and training	All		\$48,300.00			\$48,300.00
2	2.3	iReady professional development	All	\$3,200.00				\$3,200.00
2	2.4	Student Intervention Team meetings, materials, and trainings	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
2	2.5	Enrichment clubs and extra-curricular offerings	All		\$5,000.00			\$5,000.00
2	2.6	School support for foster youth, homeless, low-income, and English language learner students	English Learners Foster Youth Low Income	\$38,000.00				\$38,000.00
3	3.1	Continued implementation of new SEL curriculum	All				\$3,000.00	\$3,000.00
3	3.2	Parent education and learning opportunities	All	\$300.00	\$0.00	\$0.00	\$0.00	\$300.00
3	3.3	Parent "Town Hall" event	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.4	Chronic absenteeism mitigation measures	All	\$19,400.00				\$19,400.00
3	3.5	Increased Go Guardian measures	All	\$2,100.00				\$2,100.00
3	3.6	Counseling time for general education students	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
3	3.7	Reestablish PBIS program or similar platform	All				\$1,200.00	\$1,200.00

2022-23 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
1,644,854	\$70,299	4.27%	0.00%	4.27%	\$95,790.00	0.00%	5.82 %	Total:	\$95,790.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$70,790.00
								Schoolwide Total:	\$25,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	English Language Learner Master Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$12,790.00	
1	1.8	Chromebooks and hotspots	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$17,000.00	
2	2.4	Student Intervention Team meetings, materials, and trainings	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$3,000.00	
2	2.6	School support for foster youth, homeless, low-income, and English language learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$38,000.00	
3	3.6	Counseling time for general education students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,566,750.00	\$1,554,376.00

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	Meaningful and relevant professional development	No	\$24,000.00	\$1,280
1	1.2	Highly Qualified teachers in all academic classes	No	\$1,152,700.00	\$1,165,279
1	1.3	Pilot and adoption of science curriculum in grades K-5	No	\$125,000.00	\$29,660
1	1.4	Additional materials, subscriptions, and technology programs that support the core curriculum	Yes	\$12,000.00	\$11,276
1	1.5	English Language Learner Master Plan	Yes	\$11,900.00	\$12,354
1	1.6	Parent education trainings	No	\$300.00	0
1	1.7	Math coach and reading coach	Yes	\$39,300.00	\$31,500
1	1.8	Chromebooks and hotspots	Yes	\$18,600.00	\$50,075
2	2.1	Extended school day for intervention	Yes	\$16,500.00	\$1,100
2	2.2	Intervention curriculum, materials, and training	Yes	\$75,500.00	\$160,500

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	2.3	iReady professional development	No	\$3,200.00	0
2	2.4	Student Intervention Team meetings, materials, and trainings	Yes	\$3,600.00	\$180
2	2.5	Enrichment clubs and extra-curricular offerings	No	\$9,000.00	\$6,300
2	2.6	School support for foster youth, homeless, low-income, and English language learner students	Yes	\$25,950.00	\$48,800
3	3.1	Purchase and implementation of new SEL curriculum	No	\$1,200.00	\$1,050
3	3.2	Parent education and learning opportunities	No	\$300.00	0
3	3.3	Parent "Town Hall" event	No	\$0.00	0
3	3.4	Chronic absenteeism mitigation measures	No	\$19,400.00	\$6,200
3	3.5	Increased Go Guardian measures	No	\$2,100.00	\$2,185
3	3.6	Counseling time for general education students	Yes	\$25,000.00	\$26,277
3	3.7	Reestablish PBIS program or similar platform	No	\$1,200.00	\$360

2021-22 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)
87,267	\$228,350.00	\$341,962.00	(\$113,612.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Additional materials, subscriptions, and technology programs that support the core curriculum	Yes	\$12,000	\$11,276		
1	1.5	English Language Learner Master Plan	Yes	\$11,900	\$12,354		
1	1.7	Math coach and reading coach	Yes	\$39,300	\$31,500		
1	1.8	Chromebooks and hotspots	Yes	\$18,600.00	\$50,075		
2	2.1	Extended school day for intervention	Yes	\$16,500	\$1,000		
2	2.2	Intervention curriculum, materials, and training	Yes	\$75,500.00	\$160,500		
2	2.4	Student Intervention Team meetings, materials, and trainings	Yes	\$3,600.00	\$180		
2	2.6	School support for foster youth, homeless, low-income, and English language learner students	Yes	\$25,950.00	\$48,800		
3	3.6	Counseling time for general education students	Yes	\$25,000.00	\$26,277		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,567,501	87,267	0	5.57%	\$341,962.00	0.00%	21.82%	\$0.00	0.00%

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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