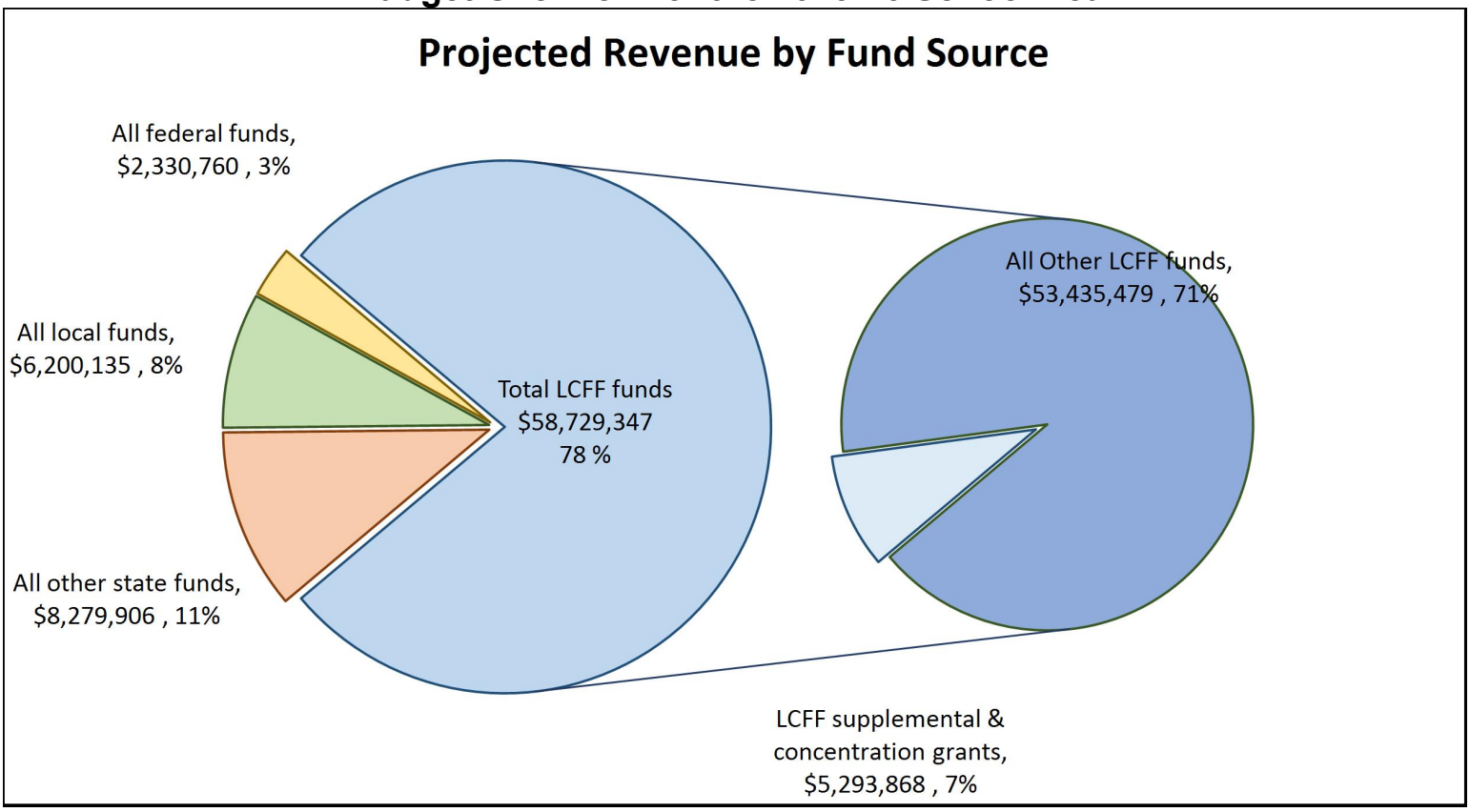
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newark Unified School District
CDS Code: 01-61234-0000000
School Year: 2025-26
LEA contact information:
Karen Allard
Assistant Superintendent of Educational Services
kallard@newarkunified.org
510-818-4201

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

Budget Overview for the 2025-26 School Year

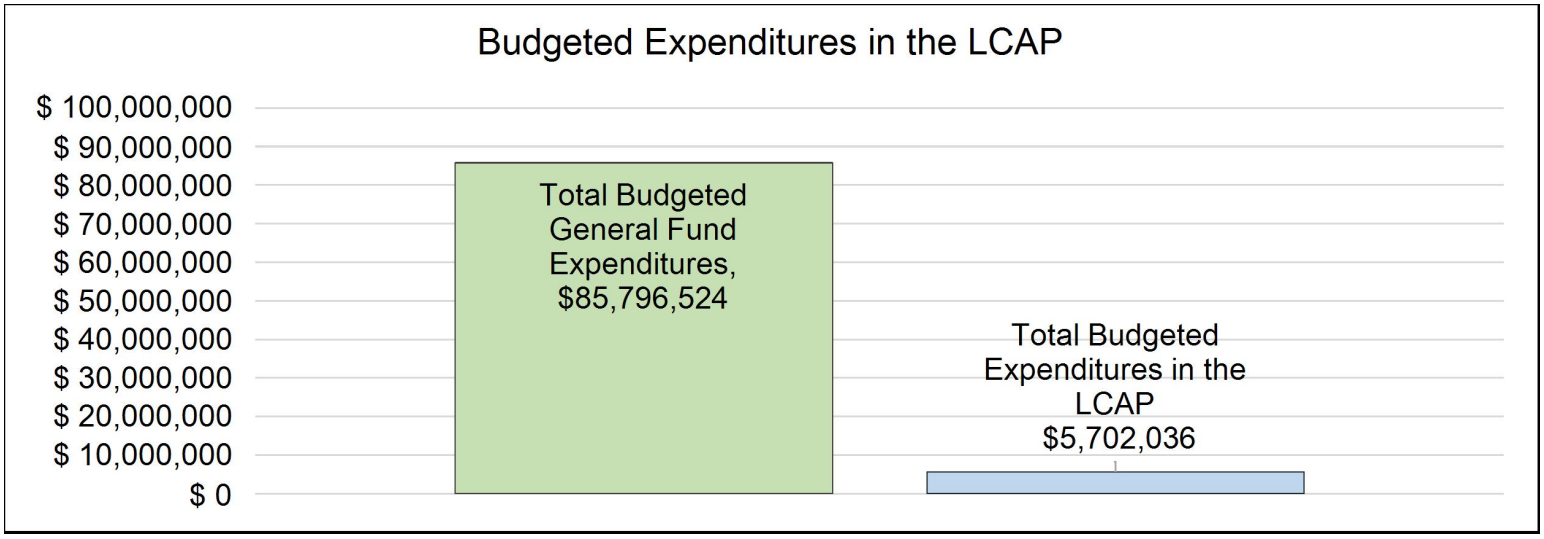


This chart shows the total general purpose revenue Newark Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newark Unified School District is $75,540,148, of which $58,729,347 is Local Control Funding Formula (LCFF), $8,279,906 is other state funds, $6,200,135 is local funds, and $2,330,760 is federal funds. Of the $58,729,347 in LCFF Funds, $5,293,868 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 Newark Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Newark Unified School District plans to spend $85,796,524 for the 2025-26 school year. Of that amount, $5,702,036 is tied to actions/services in the LCAP and $80,094,488 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

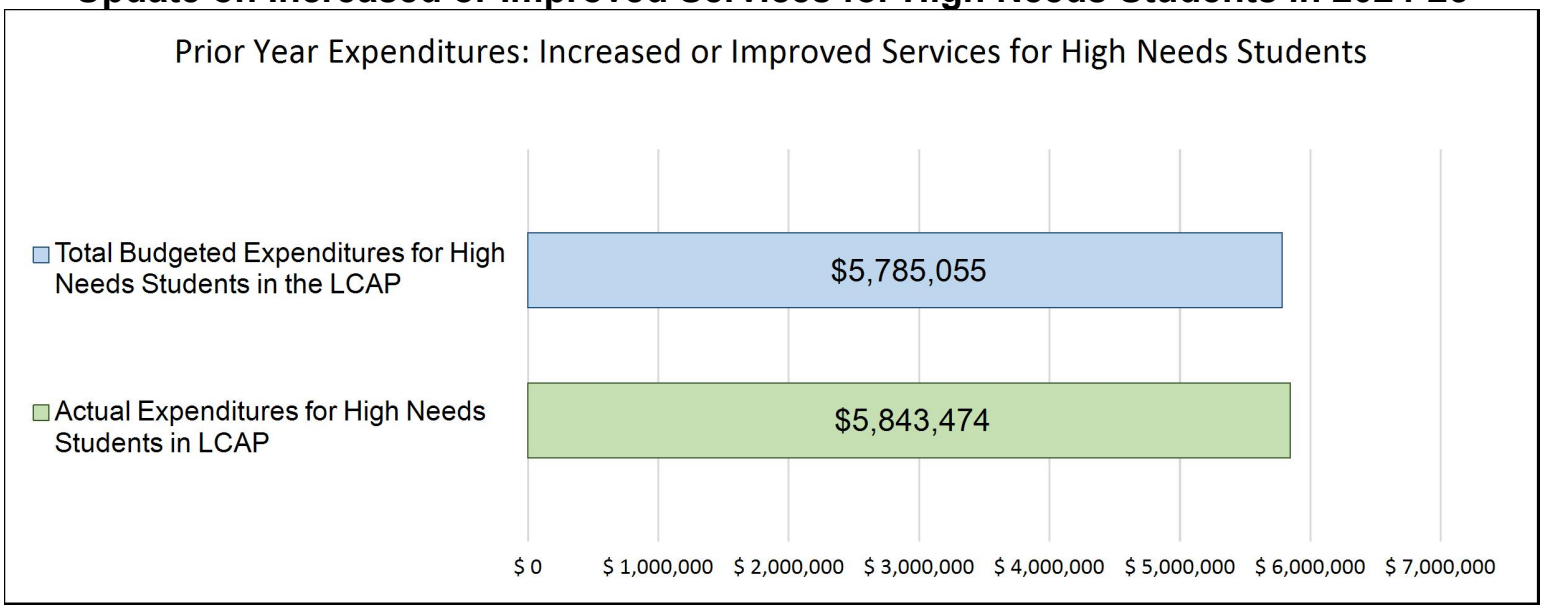
Teacher salaries and benefits, paraprofessional salaries and benefits, special education services, maintenance and operations expenses, utilities, insurance, school and district administration and clerical support, instructional materials and supplies and other outsourced professional services. Additional funding sources include the Extended Learning Opportunity Grant, the Educator Effectiveness Block Grant, Title I, and various other local restricted resources.

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

In 2025-26, Newark Unified School District is projecting it will receive $5,293,868 based on the enrollment of foster youth, English learner, and low-income students. Newark Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Newark Unified School District plans to spend $5,450,415 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 2024-25



This chart compares what Newark Unified 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 Newark Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Newark Unified School District's LCAP budgeted $5,785,055 for planned actions to increase or improve services for high needs students. Newark Unified School District actually spent $5,843,474 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newark Unified School District	Karen Allard Assistant Superintendent of Educational Services	kallard@newarkunified.org 510-818-4201

Plan Summary [2025-26]

General Information

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

COMMUNITY OF NEWARK
Newark Unified School District serves the city of Newark, which is located 35 miles southeast of San Francisco, 25 miles south of Oakland, and 15 miles north of San Jose. The District is one of 18 districts overseen by the Alameda County Office of Education. Surrounded by the city of Fremont to the north, west and south, and the San Francisco Bay to the west, Newark is centrally located in the heart of the Bay Area and near Silicon Valley. Newark was incorporated as a city in September 1955. It is one of three cities, along with Fremont and Union City, which make up what is locally referred to as the "Tri-City" area. Newark's public education system was established in 1865 in a one-room schoolhouse on Newark Boulevard. On July 1,1964 by order of the Newark City Council, Newark Unified School District was officially joined with Newark High School to create the current Newark Unified School District (NUSD).

NEWARK UNIFIED SCHOOL DISTRICT (NUSD)
Based on the 2024 California Dashboard, NUSD serves 4,828 students in preschool through adult education with 11 schools: six elementary schools (including TK programs); one middle school; one comprehensive high school, one continuation high school; one independent study school; and one adult school. During the 2024-2025 school year, NUSD continued to improve on delivering on it's promise to provide a world-class education for all students.

NEWARK UNIFIED SCHOOL DISTRICT STUDENTS
Students and families in our schools represent a wide range of cultural, linguistic, and socio-economic backgrounds, and we feel tremendous pride in being able to serve such a diverse and inclusive community. Below is an overview of some of these statistics based on the 2024

California Dashboard:
Student Race/Ethnicity
• Hispanic 51.3%
• American Indian/Alaskan 0.3%
• Filipino 8.2%
• Asian 17.8%
• African American 2.7%
• Pacific Islander 1.9%
• White 9.0%
• Two or More Races 6.0%

In addition, 21.3% of the total population are English learners, 47.6% are socioeconomically disadvantaged and 0.4% are in foster care. Overall, 54.7% of NUSD students fall into the state-defined category of unduplicated students. This means that more than half of our enrolled students fall into at least one of the following categories: low socio-economic status, English Learner, or foster care. Another group we proudly serve are our students with disabilities (14.1%) as well as homeless students (3.6%). (Data cited from CA School Dashboard, 2024: https://www.caschooldashboard.org/reports/01612340000000/2024).

Starting in the 2024-2025 academic school year, Bridgepoint High School, the continuation high school, began receiving state Equity Multiplier Funds to support the red indicators, the lowest performing level, identified by the California School Dashboard, 2023 (https://www.caschooldashboard.org/reports/01612340135426/2023). These red indicators include Hispanic suspension rate (20.5% suspended at least one day), socioeconomically disadvantaged suspension rate (23.1% suspended at least one day), and students with disabilities suspension rate (26.5% suspended at least one day). Bridgepoint's Graduation Rate is also a red indictor on the California Dashboard with a 42.3% graduation rate, a decline of 10.2% from 2023 - 2024.

NEWARK UNITED SCHOOL DISTRICT GUIDING PRINCIPLES
The dedication to providing an excellent education to all students is captured in the following NUSD statements:
VISION STATEMENT: Newark schools, in partnership with the community, will be a model of world-class education that develops the unique abilities of every student.

MISSION STATEMENT: Newark Unified School District will inspire and educate all students to achieve their full potential and be responsible, respectful, productive citizens.

DISTRICT BOARD OF TRUSTEES GOALS:
1. Student Achievement
2. Safe, Secure and Healthy Living Environments
3. Parent and Community Engagement and Communication
4. Fiscal Health

CORE VALUES
These Core Values were developed and shared in the 2021-22 Annual Report. The Core Values include:

Academic Excellence and Equity for All Students: We are committed to identifying and eliminating barriers to educational achievement. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, age, national origin, disability, or economic status, meets our standards for achievement, participation, and growth. We emphasize high expectations for all students and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills, and civic participation.

Student-Centered Learning: We value learning experiences, instructional approaches, and academic support strategies that are intended to address the distinct learning needs, interests, aspirations, and cultural backgrounds of individual students and groups of students. School administrators, teachers, guidance counselors, and other educational specialists are encouraged to employ a wide variety of educational methods, from modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school.

Diversity: We value differences between people and acknowledge that these differences are valuable assets. Multicultural education, combined with an understanding of equity, is an important component of valuing diversity and teaching all children and youth to become effective, participating members of a global society.

Embracing Innovation: We believe a culture of innovation empowers children to realize they can change the world. Our community supports and values staying current on the latest approaches and best practices to reach students, while taking the initiative to develop and share best practices from within our local communities.

Shared Accountability: We take responsibility for all students and our individual and collective commitments; we grow from success, we learn from failure.

Teamwork and Partnerships: We believe that developing and refining a team concept throughout the district matters. We value the role of all employees, stakeholders, and community partners in meeting the needs of all of our students.

Transparency
We will conduct ourselves with openness and candor in all aspects of our work.

We seek feedback from all directions to achieve open communication and foster collaboration.

We offer constructive feedback to others that is timely, specific, and descriptive.

We are proactive in communicating outcomes up, down, and across the entire organization.

Reflections: Annual Performance

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

Required actions for the 2024-2027 Newark Unified School District LCAP are detailed in the Required Actions Appendix and the Increased and Improved Services section of this document. The following will identify changes to student outcomes based on the 2024 CA Dashboard.

GRADE LEVEL ACHIEVEMENT AND LANGUAGE ACQUISITION

Literacy Achievement: A review of the 2024 CA Dashboard indicates that overall students maintained their performance level with a 1.5% decline. Students groups that showed increases in SBAC for ELA are Pacific Islander, Two or More Races and Filipino. English Learners, Unhoused, SWD and Long Term English Learners have maintained or declined and continue to be in the red. i-Ready results for K-5 show that 48% of students are on track to meet grade level expectations by the end of the 2024-2025 school year.

Math Achievement: A review of the 2024 CA Dashboard indicates that overall students maintained their achievement as measured by SBAC. The student groups that showed increases in SBAC for Math are students who identify as White, Two or More Races and Filipino. English Learners. All other student groups either declined or maintained their progress. Pacific Islander, homeless, SWD English Learners and Long Term English Learners continue to be in the red. I-Ready results for K-5 show that 44% of students are on track to meet grade level expectations by the end of the 2024-2025 school year.

Achievement for Students with IEPs: Based on the state assessment results on the CA Dashboard, students with IEPs are ranked as having "very low" performance on both Math and ELA and are ranked red.

Progress for English Learners: According to the 2024 CA Dashboard, both English Learners and Long Term English Learners received RED indicators for English Learner Progress. 23% decreased at least one level based on the English Learner Progress Assessment in California (ELPAC), while 35.1% of English Learners increased at least one level. These outcomes are very similar to the ELPAC outcomes for 2023.

COLLEGE AND CAREER READINESS

Graduation Rate: A review of the 2024 CA Dashboard indicates that 85.2% of eligible students graduated with an increase of 1.4% from the previous year. Student groups that showed increases in graduation rate for 2024 are Filipino, Hispanic, Socioeconomically disadvantaged, white and students who are unhoused. English Learners, Asian, Students with Disabilities (SWD) and Long Term English Learners have maintained or declined and are in the ORANGE

Met A-G Requirements for UC/CSU: A review of the 2024 CA Dashboard indicates 31.1% of graduating seniors have met the A-G course requirements to apply to a UC/CSU University.

CTE Pathways: The 2024 CA Dashboard reports reflect an increase in the percentage of students completing a Career Technical Education pathway from 17.7% in 2023 to 35.5% in 2024 representing a significant investment in support for CTE through multiple efforts.

Chronic Absenteeism: A review of the 2024 CA Dashboard indicates an increase in the number of students that are chronically absent, meaning that they are missing 10% or more days during the school year. In 2024,17.6% of eligible students were chronically absent, representing an increase of 1.8% compared to 2023. Student groups in the red include Asian (13.4%), English Learners (23%), Hispanic (21.9%), Socio-economically disadvantaged (23.6%) and students who are unhoused (35.1%)

Suspension Rates of Students:
According to the CA Dashboard, the overall suspension rate in 2024 was 5.2%. The district maintained its status as "low", showing no change in the percentage of students suspended one or more times during the school year. Students with Disabilities and students who identify as Pacific Islander showed increases in their suspension rates and received a red indicator. However, the ranking for our students that are African American, White, Long Term English Learners, Unhoused, and Socioeconomically Disadvantaged all showed a decrease in the suspension rate, compared with the previous year.

2023-2024 California Healthy Kids Survey:
CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Overall, the data represents maintenance/increases in positive supports for students across all grade levels compared to the previous administration in 2022-2023.

Data:
% reporting "Yes, most of the time. or Yes, all of the time." to the survey topic.

5th Grade
Sample size: 50 (14%)
* School connectedness: 62%
* Academic motivation: 83%
* Caring adults in school: 65%
* High expectations adults in school: 82%
* Meaningful participation: 36%
* Social-emotional learning supports: 77%

7th; 9th; 11th; NT (Non-traditional)
Relative Sample Size: 240 (71%); 213 (90%); 291(79%); 24 (30%)
* School connectedness: 37%; 41%; 41%; 44%
* Academic motivation: 57%; 58%; 56%; 55%
* Caring adults relationships: 45%; 46%; 51%; 54%
* High expectations: 63%; 59%; 61%; 64%
* Meaningful participation: 18%; 17%; 23%; 28%
* Facilities upkeep: 11%, 17%; 11%; 39%

2023-2024 California Healthy Kids Survey: Staff Responses
Total Responses: 111 Elementary School: 45; Middle School:1; High School: 56; NT (Non-traditional):9

% of respondents marking "Strongly agree":
* Caring adult relationships: 38%
* High Expectations-adults in school: 47%
* Student meaningful participation: 29%
* Promotion of parent involvement: 27%
* Student learning environment: 33%
* Facilities upkeep: 14%
* Support for social emotional learning: 28%
* Provides adequate counseling support services: 31%
* Anti-bullying climate: 33%

Newark Unified School District has expended all LEARNING RECOVERY EMERGENCY BLOCK GRANT funds for the 2024-2025 LCAP year.

A 2024-25 LCAP Required Actions Appendix, with associated reference to goals and actions, is located at the end of the LCAP that identifies:
Any school within NUSD that received the lowest performance level on one or more State Indicators on the 2023 Dashboard;

Any student group within NUSD that received the lowest performance level on one or more State Indicators on the 2023 Dashboard; and

Any student group within a school within NUSD that received the lowest performance level on one or more State Indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

NUSD was identified for Differentiated Assistance (DA) based on results of the 2024 CA School Dashboard. Differentiated Assistance is triggered under a variety of factors each Fall when the state releases a new CA School Dashboard. 2024 showed that one or more student groups performed at the lowest level across more than one state priority level. These include English Learners (Chronic Absenteeism, College and Career, Academics (English and Math), Long Term English Learners (College and Career, Academics - English and Math), Unhoused (Chronic Absenteeism, Academics - English and Math), Students with Disabilities (Suspension, College and Career, Academics - English and Math). NUSD has also been identified under Comprehensive Coordinated Early Intervening Services (CCEIS), due to disproportionate rates of the Hispanic/Latino student population receiving a Specific Learning Disabilities (SLD) designation.

The Alameda County Office of Education (ACOE) provided NUSD with a comprehensive Dashboard Data Analysis. The Educational Services Department participated in several meetings to critically analyze all student performance groups and used the data to identify strengths and gaps in our current system. They then identified and documented potential root causes. Through this process the needed next steps for student performance groups who have been identified was determined.

For the next two years NUSD will focus on addressing challenges of students who have been identified. These will include professional learning focused on designated ELD, structured student talk, academic language and activities that will yield higher percentage of reclassification rates. In alignment with LCAP Goal 1 the current academic and social emotional MTSS models will be redesigned and implemented with fidelity. It will include a focus on tiered literacy, math support, and instructional strategies. For the disproportionate rates of the Hispanic/Latino student population receiving a Specific Learning Disabilities (SLD) designation, a committee has been established to dive deeply into the current special education data to develop a comprehensive plan address next steps and action steps.

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.

Bridgepoint High School

Support for Identified Schools

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

Bridgepoint High School is the continuation high school of NUSD serving grades 10-12. Students who choose to attend Bridgepoint do so for a variety of reasons: credit recovery, smaller class sizes, extended attention to family/personal trauma, and school phobia/anxiety. The staff works closely with parents for a home-school connection to lower chronic absenteeism and suspension rates. Staff has participated in professional learning sessions by visiting local continuation high school campuses to discuss instructional models and student engagement strategies. A full time school counselor and school liaison provide additional counseling and wellness services to students. These interventions help improve the attendance of the most at-risk students, their social-emotional well-being and work toward successfully obtaining a high school diploma to become college and career ready. The School Site Council is engaged in ongoing feedback sessions at their scheduled meetings throughout the year. The CSI plan is a standing agenda item at regularly scheduled staff meetings. This plan aligns with the school's SPSA and WASC plan.

Monitoring and Evaluating Effectiveness

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

Metrics: Graduation Rate, School Attendance, Suspension Rates and California Healthy Kids student survey data will be monitored and reviewed to evaluate Bridgepoint's implementation. The necessary adjustments will be made by district office and the site leadership team as needed to increase student outcomes. Bridgepoint High School's SPSA provides details on their goals, actions, and metrics.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee	The LCAP Advisory Committee had seven meetings and met quorum four out of the six meetings. Meeting dates include, Nov. 7, 2024; December 5, 2024, (quorum not met); January 9, 2025; March 6, 2025; April 3, 2025 (quorum not met); May 1, 2025 and May 22, 2025 The committee represents parents from all nine school sites as well as two student representatives, and two representatives from each of the employee organizations: Newark Teacher Association (NTA), California Schools Employee Association (CSEA), and Newark Unified Management Association (NewMA). Throughout the school year, the committee provided feedback on various topics including: mid year LCAP report, family input survey, mid-year i-Ready results, parent LCAP survey results, and student focus groups. They also reviewed recommendations from various partners throughout the district including local bargaining units, principals and administrators, DELAC members, SSC/ELAC members, Educational Services Department and parents/students who serve on the LCAP Advisory Committee.
DELAC	The DELAC committee met six times and met quorum four out of the six times. Meeting dates include, December 3, 2024; January 21, 2025; February 18, 2025; March 18, 2025 (quorum not met); April 15, 2025 (quorum not met); and May 13, 2025.

Educational Partner(s)	Process for Engagement
	The DELAC committee represents eight parents from eight out of the nine sites sites: Birch Grove Intermediate (1), Coyote Hills Elementary (2), Kennedy (1), Lincoln (2), Schilling (2), Newark Middle School (1), Newark Memorial High School (2) and MacGregor Campus/Bridgepoint High and Crossroads Alternative (1). On April 15, 2025 members of the DELAC committee provided recommendations to the current LCAP goals and action steps. For each LCAP goal and action step DELAC members indicated if an action item was effective, (continue funding) partially effective, (adjust funding) or not sufficiently effective to continue funding. DELAC members also provided additional comments and notes to support the needs of our English Learner students and family population.
School Site Council (SSC)/ELAC	All sites have a School Site Council (SSC) who are scheduled to meet met a minimum of five times during the school year. During the months of April and May members of the Educational Services Department or the site principal facilitated feedback sessions with each school site SSC/ELAC. For each LCAP goal and action step SSC/ELAC members indicated if an action item was effective (continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. SSC/ELAC members also provided additional comments and notes to support the needs of their individual school sites.
SELPA	In order to align the LCAP with the regional plan and services for the students with IEPs and to gain insight regarding support for students with disabilities, the Mission Valley SELPA Director, Sarah Kappler provided feedback on the annual review. She encouraged NUSD to continue to prioritize inclusive practices and strategic efforts that include Tier 2 interventions to support Hispanic students who are currently being over identified for Special Education Services. She also recommended that another priority be intervention strategies for K-2 students who will be screened for reading difficulties and dyslexia this coming this school.year.
Parents/Guardians/Families	NUSD created an LCAP input survey. The LCAP Advisory Committee reviewed this and offered feedback before this was distributed to all families. The survey was a combination of Likert scale and open

Educational Partner(s)	Process for Engagement
	ended response items addressing three main areas: student academic achievement, conditions of learning, and school culture and climate. The LCAP input survey was sent to all families via Parent Square on March 10, 2025. Two additional reminders were sent to families on March 10, 2025 and March 18, 2025. The District received 250 responses from parents/guardians across the district and the LCAP Advisory Committee analyzed the results of the survey on April 2, 2025.
Local Bargaining Units	The LCAP Advisory Committee includes two members from NTA, (Newark Teachers Association) two members from CSEA (California School Employee Association) and two members from NEWMA. (Newark Management Association). For each LCAP goal and action step NTA, CSEA and NEWMA members indicated if an action item was effective(continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. Additional comments were also solicited for each goal and action item.
Other School Personnel	All school personnel have the opportunity to provide input through the Parent Advisory Committee and/or their local bargaining units.
Principals	All nine principals were asked to provide recommendations from the current LCAP goals and action steps. For each LCAP goal and action step principals indicated if an action item was effective(continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. Principals could also provide additional comments and notes to support the needs at their school sites.
Students	Three focus groups consisting of twenty-five (25) students from Newark Memorial High School, seven (7) students from Bridgepoint High School, and nineteen (19) students from Newark Middle School were asked ten questions focused on academic achievement, welcoming and inclusive environment and school culture and climate. The dates of the student focus groups were April 14, 2025 (Newark Memorial High School), April 17, 2025. (Newark Middle School) and April 30, 2025 (Bridgepoint High School).

Educational Partner(s)	Process for Engagement
	In addition, the two student LCAP Advisory members were also asked to provide recommendations to the current LCAP goals and action steps. For each LCAP goal the two student LCAP Advisory representatives indicated if an action item was effective (continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. The student LCAP Advisory members could also provide additional comments and notes to support student success.
Educational Partners at Equity Multiplier School	Bridgepoint High School generates Equity Multiplier Funds.The School Site Council (SSC) and English Learner Advisory Committee (ELAC), along with the Home School Liaison, engaged in ongoing discussions throughout the year. These consultations directly influenced decisions related to the use of Equity Multiplier funds.
Teachers	Teachers who serve on their School Site Councils (SSC) represent the teachers at their school sites. During the months of April and May, each SSC provided recommendations to the current LCAP goals and action steps. For each goal and action step teachers who serve on their School Site Council could indicate if an action item was effective (continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. They could also could also provide additional comments and notes to support the needs of teachers throughout the district.

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

The district solicited input on the LCAP goals, actions, metrics and investments through a robust set of multiple engagements with various committees and groups, as well as through an LCAP input survey that had over 275 responses This collaborative approach ensured that diverse perspectives from all educational partners were considered to ensure the LCAP plan is responsive and relevant to address the unique needs and priorities of the NUSD community. The feedback was provided during in person meetings, virtual meetings, and through staff and parent surveys. Some of the key themes that emerged from the survey responses as well as in the meetings with educational partners that influenced the creation of new or improved actions include the following:

Parent Survey Insights:
Adaptive Assessment Implementation: Parents expressed interest in implementing an online program that utilizes adaptive assessments to monitor high school students' academic progress throughout the school year such as i-Ready ELA and Math.

Support for English Learners: Parents emphasized the need for enhanced support for English Learners, particularly Newcomers and Long-Term English Learners.

Enrichment Programs: Parents desire for an expansion of after-school enrichment programs, clubs, and extracurricular activities in areas such as arts, music, sports, and STEM.

Communication: Parents would like improvements in communication methods. They requested an upgraded district website and increased communication from the district regarding events and student success.

Healthier Menus and Maintenance: Parents would like healthier school menus and ongoing maintenance at school sites

Professional Learning: Parents would more professional learning opportunities for staff to increase student outcomes, especially English Learners.

Mental Health Services: Parents expressed the need for ongoing and accessible mental health services for all students.

School Safety: Parents requested stronger safety protocols and more intense focus on bullying.

Student Focus Groups Insights
Engaging Learning Opportunities: Students indicated a preference for more interactive and engaging lessons rather than traditional lecturing.

Upgraded Technology: Students requested better Wi-Fi and new Chromebooks to enhance their learning experience.

Library Resources: Students indicated a need for new and updated books in school libraries that are relevant to their learning.

Elective Classes: Students requested more elective classes, such as a speech and debate and world languages.

Healthier Menus: Students asked for healthier meal options and more variety in the meal menus.

Professional Learning: Students suggested professional learning for staff regarding diversity and/or restorative practices.

Educational Partners Insights
Customer Service Improvement: Educational Partners emphasized the necessity of stronger customer service at school sites to ensure families feel valued and welcomed.

Achievement Focus for English Learners: Educational Partners want to increase district-wide student achievement with a focus for English Learners

Professional Learning for Classified Staff: Educational Partners stressed the importance of robust professional learning opportunities for classified staff to ensure classified members have opportunities to grow in their roles throughout the district.

Funding for Mental Health Services: Educational Partners would like increased funding for mental health support services highlighting the commitment to fostering a supportive environment for students' emotional well-being.

Technology Refresh Initiative: Educational Partners mentioned outdated devices at all sites.

Equity Multiplier Funds Insights
Emphasis on Attendance Improvement: A noted decrease in chronic absenteeism was linked to targeted interventions supported by the Equity Multiplier, such as personalized outreach.

Impact of the Home School Liaison: The Home and School Liaison made regular personal calls and home visits, significantly increasing parents' connection to the school. These efforts fostered trust and communication, which parents explicitly recognized as a source of their deeper engagement with the school community.

Support for At-Risk Students: Students previously at risk of not graduating, including some mid-term graduates, received intensive support. This included help with transcript reviews, attendance monitoring, and access to social-emotional counselors.

Early Intervention Protocols: The Home School Liaison also played a key role in ensuring compliance with early intervention protocols such as SART (School Attendance Review Team) and SARB (School Attendance Review Board), facilitating timely support for struggling students.

Some of the key themes that emerged from the survey responses as well as in the meetings with educational partners that influenced the creation of new or improved actions include the following:

- Technology to ensure students have access to the Board adopted curriculum and a broad course of study. (Goal 1: Action 1.13)
- A new action related to high school credit recovery summer school program (Goal 1: Action 1.14)
- Online platform to implement diagnostic assessments to monitor student achievement throughout the school year (Goal 1: Action 1.15)
- Mentoring support for new teachers who are enrolled in the County's Induction program (Goal 3: Action 3.8)
- Maintaining the current goals, metrics and actions for the Goal 4, Equity Multiplier Funds (Goal 4: Action 4.1)

In addition, through multiple discussions, the LCAP committee reviewed Action 1.3 and recommended to discontinue Action 1.3. A new action was created to address the needs of Schilling Elementary given the challenges of hiring for the DLI program. The new Action, Action 1.16, is titled Highly Qualified Staff. The description of this Action is for all teachers at Schilling Elementary to receive intensive professional developed as described in Action 1.2 to increase student outcomes for English Learners and Long Term English Learners through Instructional Coaching, Targeted and Ongoing Professional Development, Focal Students Initiative, Structured Collaboration Time and appropriate Materials and Resources. This action will provide funding for 50% of eight teacher salaries to address recruitment and retention for teachers at the lowest performing school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement: Provide equitable, challenging and engaging instructional settings, incorporating a multi-tiered support system for English Learners, to promote academic success for all students. This aligns with District Strategic Goal 1.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with District Strategic Goal 1, Newark Unified School District will focus on student achievement. Per the 2023 CA Dashboard, the rate of students meeting and/or exceeding state standards in Mathematics and English Language Arts (ELA) are 35.17% and 44.34% respectively. Furthermore, the rates of student groups and especially of the unduplicated groups is below the rate of all students. English learners are in the range of 4.05% and 8.4% respectively and socioeconomically disadvantage students are performing at 45% in Math and 30.38% in ELA. Results are similar in all other aspects reported by the CA Dashboard. For specific rates, see below for the outlined metrics. NUSD strongly believes students are able to achieve given the proper conditions and support. Thus, by focusing on teaching and learning and supporting its teachers in the area of instruction and pedagogy, students are will increase their levels of academic achievement. Furthermore, by embracing and implementing a culture of continuous improvement in teachers and students, we are creating lifelong learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Mathematics: SBAC (Data Source: CAASPP Dashboard)	2023 SBAC Math Percent Met or Exceeded Standards All: 35.17%;	2024 SBAC Math Percent Met of Exceeded Standards		2026 SBAC Math Percent Met or Exceeded Standards	Percent Met or Exceeded Standards All: +.0.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 6.98%; Unhoused: 20.0%; SED: 22.45%; SwD: 11.43%; AA: 27.27%; Asian: 69.25%; Filipino: 43.81%; Hispanic: 20.51% PI: 21.82%; White: 45.42%; 2+ races: 50%	All: 35.58%; EL: 6.99%; Unhoused: 17.15%; SED: 22.95%; SwD:14.32%; AA: 23.21% Asian: 62.93% Filipino: 54.85% Hispanic: 20.43% PI: 14.28% White: 47.84% 2+ races: 54.08%		All: 50%; EL: 47.0%; Unhoused: 50.0%; SED: 50%; SwD: 47%; AA: 47%; Asian: 75%; Filipino: 59%; Hispanic: 40% PI: 42%; White: 60%; 2+ races: 65%	EL: +0.01% Unhoused: -2.85% SED: +0.5% SwD:+2.89% AA: -4.06% Asian: -6.32% Filipino: +11.04% Hispanic: -0.08% PI: -7.54% White: +2.42% 2+ races: +4.08%
1.2	Mathematics: iReady Results	2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41%	2025 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 45% Kinder: 54% First: 37% Second: 43% Third: 44% Fourth: 51% Fifth: 46%		2027 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 58% Kinder: 61% First: 52% Second: 53% Third: 69% Fourth: 63% Fifth: 56%	Percent "On or Above Grade Level in Mathematics All: + 2% Kinder: + 8% First: 0% Second: + 5% Third: - 9% Fourth: + 3% Fifth: +5 %
1.3	English Language Arts: SBAC Results (Data Source: CAASPP Dashboard)	2023 - ELA Percent Met or Exceeded Standards All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.15% AA: 30.35%	2024 - ELA Percent Met or Exceeded Standards All: 44.21% EL: 7.39% Unhoused: 27.28% SED: 31.06%		2026- Percent Met or Exceeded Standards All: 59% EL: 28% Unhoused: 42% SED: 50% SwD: 36%	Percent Met or Exceeded Standards All: - 0.13% EL: -1.01% Unhoused: + 4.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 72.79% Filipino: 63.34% Hispanic: 29.94% PI: 22.22% White: 56.4% 2+ races: 58.56%	SwD: 17.14% AA: 32.14% Asian: 67.77 Filipino: 69.08% Hispanic: 30.13% PI: 18.18% White: 55.45% 2+ races: 60.61%		AA: 50% Asian: 79% Filipino: 70% Hispanic: 40% PI: 42% White: 71% 2+ races: 70%	SED:+0.68% SwD: +0.99% AA: +1.79 Asian: -.5.02% Filipino: +5.74% Hispanic: +0.19 PI: -4.04% White: -0.95% 2+ races: +2.05%
1.4	English Language Arts: iReady- Reading Overall	2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43%	2025 Winter Assessment: Percent "On or Above grade level" READING All: 52% Kinder: 66% First: 44% Second: 53% Third: 59% Fourth: 46% Fifth: 44%		2026 Winter Assessment: Percent "On or Above grade level" READING All: 65% Kinder: 72% First: 63% Second: 65% Third: 78% Fourth: 58% Fifth: 58%	Percent "On or Above Grade Level in Reading All: +3% Kinder: +9% First: -4% Second: +3% Third: -4% Fourth: +3% Fifth: +1%
1.5	English Learner Progress: ELPAC Scores	2023 Summative ELPAC Results - Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246)	2024 Summative ELPAC Results Percentage scoring: Overall Level 4: 10.78% (108) Overall level 3: 29.04% (291) Overall Level 2: 31.54% (316)		2026 Summative ELPAC Results - Percentage scoring: Overall Level 4: 25% Overall level 3: 40% Overall Level 2: 25%	Summative ELPAC Results Percentage scoring: Overall Level 4: -4.92% Overall level 3: -1.49% Overall Level 2: +1.31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Overall Level 1: 28.64% (287)		Overall Level 1: 10%	Overall Level 1: +4.57%
1.6	English Learner Progress: Reclassification Rates	2023 Reclassification Total % of Reclassified EL 21%	2024 Reclassification Total % of Reclassified EL 7%		2026 Reclassification Total % of Reclassified EL 35%	2024 Reclassification Total % of Reclassified EL -14%
1.7	CA Dashboard Local Indicator Implementation of Academic Standards	2023 CA Dashboard Local Indicator Implementation of Academic Standards Professional Development ELA - Full Implementation Math- Full Implementation NGSS - Full Implementation and Sustainability	2024 CA Dashboard Local Indicator Implementation of Academic Standards Professional Development: ELA - Full Implementation Math - Full Implementation NGSS - Full Implementation and Sustainability		2026 CA Dashboard Local Indicator Implementation of Academic StandardsProfessional Development ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation and Sustainability	No difference from baseline
1.8	Implementation of ELD Standards	2023 CA Dashboard Professional Development ELD Standards- Initial Implementation	2024 CA Dashboard Professional Development ELD Standards- Initial Implementation		2026 CA Dashboard Professional Development ELD Standards- Full Implementation	2024 CA Dashboard Professional Development ELD Standards Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	College and Career: UC/CSU Requirements	2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9% Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9%	2024 CDE DataQuest Percent Met UC/CSU Requirements: All: 31.1% AA: 20% Asian: 46.9% Filipino: 51.1% Hispanic: 20.9% White: 45.1% 2+ races: 35.7% EL: 8.8% Unhoused: 18.8% SwD: 7.8% SED: 26.9%		2026 CDE DataQuest Percent Met UC/CSU Requirements: All: 58 % AA: 65% Asian: 84% Filipino: 76% Hispanic: 50% White: 66% 2+ races: 73% EL: 36% Unhoused: 44% SwD: 34% SED: 54%	2024 CDE DataQuest Percent Met UC/CSU Requirements: All: -12.1% AA: - 30% Asian: - 20.4% Filipino: - 9.8% Hispanic: - 9.8% White: - 6.3% 2+ races: - 22.2% EL: - 7.2% Unhoused: - 4.7% SwD: - 6.5% SED: -7.0%
1.10	College and Career: CTE Pathways	2023 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 22.4% (95) EL: 12.8%; Unhoused: 5.9%; SED: 19.1%; SwD: 16.1%; AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%;	2024 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 28.3% EL: 12.1%; Unhoused: 18.8%; SED: 24.6%; SwD: 18.8%; AA: 13.3% Asian: 18.8%		2026 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 35% EL: 30% Unhoused: 30% SED: 30% SwD: 30% AA: 30% Asian: 30%	2024 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: + 5.9% EL: -.7% Unhoused: +12.9% SED: +5.5% SwD: +2.7% AA: - 8.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 14.3%	Filipino: 37.8% Hispanic: 25.6% White: 52.9%		Filipino: 35% Hispanic: 30% White: 30%	Asian: +.6% Filipino: + 3.0% Hispanic: + 4.6% White: + 38.6%
1.11	College and Career: A - G and CTE Pathways Combined	2023 College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: 12.3% AA: 21.4% Asian: 10.9% Filipino: 28.3% Hispanic: 8.8% White: 8.6% EL: 5.3% SED: 8.1% SwD: 3.6%	2024 College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: 11.8% AA: 6.7% Asian: 12.5% Filipino: 22.2% Hispanic: 7.7% White: 25.5% EL: 3.3% SED: 9.2% SwD: 0%		2026 College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: 22% AA: 42% Asian: 26% Filipino: 48% Hispanic: 29% White: 24% EL: 25% SED: 28% SwD: 24%	College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: -.5% AA: -14.7% Asian: +1.6% Filipino: -6.1% Hispanic: -1.1% White: +16.9% EL: -2.0% SED: +1.1% SwD: -3.6%
1.12	NGSS: SBAC Results	2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.09% EL: 1.49% Unhoused: 13.04% SED: 16.23% SwD: 6.35%	2024 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.91% EL: 2.45% Unhoused: 3.13% SED: 16.75%		2026 SBAC Science Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 40% EL: 20% Unhoused: 42% SED: 36%	SBAC Science Percent Met or Exceeded Standards All: + 0.82% EL: + 0.96% Unhoused: -9.91% SED: - .52% SwD: +5.18% AA: +8.39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 19.2% Asian: 54.12% Filipino: 39.6% Hispanic: 15.21% PI: 0% White: 39.65% 2+ races: 43.54%	SwD: 11.53% AA: 27.59% Asian: 52.54% Filipino: 44.55% Hispanic: 13.44% PI: 8.00% White: 36% 2+ races: 43.66%		SwD: 26% AA: 39% Asian: 69% Filipino: 54% Hispanic: 35% PI: 20% White: 55% 2+ races: 57%	Asian: -1.58% Filipino: + 4.95% Hispanic: -1.77% PI: + 8% White: - 3.65% 2+ races: +.12%
1.13	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	2023 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	2024 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.		2026 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	No difference from baseline.
1.14	Graduation Rate	2023 CA Dashboard All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3%% SED: 80.2% SwD: 69.6%	2024 CA Dashboard All: 85.2% AA: 86.7% Asian: 87.5% Filipino: 93.3% Hispanic: 82.1% White: 90.2% EL: 68.1% SED: 82.3% SwD: 70.3%		2026 CA Dashboard All 99% AA 80% Asian: 99% Filipino: 99% Hispanic: 95% White: 99% EL: 91% SED: 95% SwD: 89%	2024 CA Dashboard All: + 1.4% AA : + 22.4% Asian: - 7% Filipino: + 6.3% Hispanic: +1.8% White: +1.6% EL: - 3.1% SED: + 2.1% SwD: + 0.7%

Goal Analysis [2024-25]

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

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

The District made progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. Our actions are grouped into four distinct categories which include; successful implementation, implementation challenge, modified implementation, non implemented.

Successful Implementation:
Action 1.1: Three academic counselors are supporting students at the high school campus. Monthly, all counselors all three sites meet and collaborate. In 2024 - 2025, a reoccurring agenda item was to reclassifying Long Term English Language Learners and increase the currently graduation rates. Until the publication of the 2025 California Dashboard we will not know the level of effectiveness and we will re-evaluate our efforts once this data is shared.

Action 1.4: 496 students have been enrolled in the ROP classes at Newark Memorial High School. 106 students are enrolled in the off campus ROP classes and 390 students in the on-campus ROP classes: digital photo, culinary arts, sports marketing, business and entrepreneurship. 115 students were enrolled in ROP classes at Bridgepoint High School and took these courses: welding, auto body, culinary, business and construction.

Action: 1.6: The 0.8 FTE College and Career Coordinator supported students with their A-G course requirements and helped implement The California College dashboards. The 2024 - 2025 Puente program has 95 students in the freshman cohort, 60% are first-generation college bound students and 70% are identified as Latino.

Action 1.8: Supplemental subscriptions have been implemented and are consistency utilized. Forty - eight (48) English Learners completed an APEX course at Newark Memorial High School and Bridgepoint High School. We increased weekly minute requirements for i-Ready's Reading Personalized Pathway. Weekly student usage increased from 11 minutes per week in 2023 - 2024 to 25 minutes in 2024 - 2025.

Action 1.9: This school year the following messages were sent via Parent Square: District (53 messages), school sites (1,451 messages), and class posts (3804 posts) indicating consistent usage.

Action1.10: Each site designates an EL Liaison responsible for administering the annual ELPAC assessment. Some sites also utilize their EL Liaison to support small group instruction focused on language development, academic development and ELPAC test prep. In 2024 - 2025 EL Liaisons participated in two trainings to prepare students for the ELPAC assessment. Topics included student goal setting, relationship building, and experiencing the ELPAC as a student to build background knowledge about the demands of the test.

Action 1.11: All schools included goals and actions in their site SPSAs to increase student outcomes. Our K-8 sites administer i-Ready Reading and Math diagnostic assessments in the Fall, Winter and Spring to monitor student academic growth throughout the school year. Highlights from our mid-year results include the following: Birch Grove Primary in August, 26% of all second grade students were mid or on grade level in reading. In February, this increased to 58%. At Lincoln Elementary in August, 0% of English Learners were at or above grade

level in reading. In February, this increased to 43%. At Coyote Hills Elementary in August 14% of English Learners in third grade were approaching, mid, or on grade level in reading. In February, this increased to 46%.

Action 1.12: The 0.3 FTE COST coordinator has supported Birch Grove Intermediate, Kennedy Elementary, and Schilling Elementary schools. A total of 246 students (BGI, 60; Kennedy, 71; Schilling,115) have received wrap around mental health support and/or counseling both academically and personally.

Implementation Challenge
Action 1.3 was intended to support the district's Dual Language Immersion program at Schilling Elementary. At the end of 2023-2024, all five BCLAD required positions were vacant. These teachers would partner with English Only colleagues to provide an immersive experience in Spanish and English. At that time the State of California had 83 DLI open positions and NUSD made tremendous efforts to recruit and hire BCLAD teachers which included the following;

- NUSD Superintendent, one Board Member and a principal attended Alameda Job Fair on April 13, 2024
- Educational Services and Human Resources consulted with Alameda County Office of Education for support and hiring leads
- NUSD Human Resource Department connected with National University, California State University Fullerton, and Pacific University seeking individuals who were completing their BCLAD credentialing programs
- NUSD Human Resources Department reached out to local/surrounding districts/many districts but they were also in need of BCLAD teachers

With the need for our students to have highly qualified teachers with appropriate credentials to teach in English and Spanish, the Board of Education and Superintendent made the decision to suspend the DLI program for 2024-2025 in late July 2024. This is an excerpt from the Superintendent's message to the community:

"This decision (to suspend the DLI program for 2024-2025) was not made lightly. The DLI committee had the majority of its members depart over the past months. The district has thoroughly assessed the notes, survey results, and the ability to sustain the program, including teacher credentials necessary for DLI (The Bay area has experienced a shortage in qualified teachers), enrollment numbers, funding, and overall student performance. While we celebrate the successes and growth achieved by many of our students in the DLI program, we also recognize the challenges that have arisen. We believe that at this time, it is in the best interest of our students and the school community to refocus our resources toward programs that can better serve all students."

For Action 1.11 We currently do not have a diagnostic assessment for 9 - 12 grade students, such as i-Ready in our K-8 grades, to monitor student's academic progress throughout the year.

Modified Implementation:
Action 1.3: With the suspension of the DLI program four new teachers with CLAD authorizations were hired to provide high quality instruction with a strong focus on Designated and Integrated English Language Development. Based on the high percentage (42%) of students who are English Learners, the district embraced the opportunity to provide high quality instruction for EL students. To this end, nine teacher salaries eight from Schilling Elementary and one from Coyote Hills Elementary were funded through the 2024-2025 LCAP. The total student enrollment for Schilling Elementary is 360 and the total UPP = 117; K= 32/57 = 56.14%; 1= 32/46= 70%; 2= 31/39= 79.4%; 3= 22/31 = 71%.

In the coming year we will continue with the focus to increase the designated and integrated English Language Development as well as culturally responsive instructional strategies.

Action 1.5: While the Science Leadership team met four times during the school year we were unable to implement the technical component of the contract due to teacher interest and the ongoing shortage of substitute teachers.

Action 1.7: While over 23 teachers and/or administrators attended professional learning opportunities using funds from action 1.7, classified staff are not represented.

Action 1.9: While Parent Square is consistently implemented, Language Line is not used as widely across the district.

Non Implemented:
Action 1.2 was originally planned to support two of our elementary sites with their continued implementation of the SEAL (Sobrato Early Academic Language) model specifically for new teachers who needed to be trained and instructional coaching support from the Sobrato Foundation. In lieu of contracting with the Sobrato Foundation, Coyote Hills was requested to use site funding to provide collaboration days for teachers to refine their teaching units based on the SEAL Model and support teachers new to the SEAL model. Schilling Elementary decided to suspended the SEAL model for the 2024 - 2025 school year.

Action 1.13: was planned to purchase new student and staff devices. While nine principal devices, 200 TK-8 teacher devices and 375 student devices were ordered, ESSER funds were used for these purchases before the September 30, 2024 spending deadline.

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

The District experienced varying degrees of alignment between planned expenditures and and actual spending, reflecting both operational adaptions and implementation realities throughout the school year.

Expenditure differences:
Action 1.2: $33,376 was allocated with $0.00 being implemented as an MOU was not finalized or Board approved.
Action 1.3: $1,163,880 was allocated and by June 30, 2025 we are projecting $1,242,731.58
Action 1.13: $151,810 was allocated for a technology refresh. While new devices were ordered for 200 TK-8 certificated staff and 375 for students, ESSER funds were used with the September 30 2024 spending deadline.

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

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

Strong Effectiveness
Action 1.5: Elementary science teachers participated in a monthly cycle of inquiry to analyze fifth grade student data. They also designed Exit Tickets similar to CAST test questions that incorporated academic vocabulary and supporting claims with evidence. Exit ticket data indicated that 69% of fifth grade students increased their score from exit ticket 1 to exit ticket 2 while 31% remained the same or decreased. Based on these results we are optimistic that we will have an increase of students meeting or exceeding standards on the 2024 - 2025 CAST. SBAC 2024 Science Percent Met or Exceeded Standards showed the following changes from 2023. All students:
+ 0.82%, EL: + 0.96%, Unhoused: - 9.91%, SED: +.52%, SwD: + 5.18%.

Action 1.8: Kindergarten through fifth grade teachers utilized the I-Ready Reading Personalized Learning platform consistently throughout the school year. In 2023 - 2024 school year students i-Ready weekly usage was eleven minutes per week. In 2024 - 2025 student i-Ready usage increased to twenty-five minutes per week. The baseline score, taken in August, indicated that 15% of students were at or above grade level. The winter diagnostic assessment, taken in February indicated 32% were at or above grade level. For English Learners 3% were on grade level in August. The winter diagnostic indicated that 9% were at or above grade level.

Action 1.10: On April 6, 2025, 109 students were reclassified. For the first time, our EL Liaisons attended two professional learning sessions facilitated by the Director of Teaching and Learning to increase EL Liaisons background knowledge on how to build students self confidence when taking the annual ELPAC. EL Liaisons also learned about the demands of the ELPAC assessment and how to incorporate ELPAC related vocabulary and sentence stems when working with English Learners in small groups.

Action 1.11: School sites implemented their SPSA funding to address student achievement, engagement and/or conditions of learning. i-Ready results in English Language Arts and Math are projecting an increase in proficiency in both subjects. In addition, suspensions decreased across the district and our chronic absenteeism rates have improved.

Emerging Effectiveness
Action 1.1: Based on the 2024 A-G rate prior to the implementation of this action we have not see the progress we would like, therefore this action is considered to be emerging.

Action 1.3: All English Learners in the nine teachers' classrooms at Schilling increased their i-Ready results from their baseline score (August 2024) to their Winter results (February 2025). Some highlights of the English Learners in these classrooms include the following; First grade classroom, 0% of English Learners were on grade level in reading in August 2024. This increased to 17% in February 2025. In second grade 83% of English Learners were three or more grade levels behind in reading in August 2024. This decreased to 67% in February 2025. In one third grade classroom 0% of English Learners were on grade level in reading in August 2024. This increased to 14% in February 2025 and in another third grade classroom 70% of English Learners were three or more grade levels behind in reading in August 2024. This decreased to 20%.

Action 1.4: We started to deeply analyze potential causes for our low College and Career: UC/CSU Requirements with a 12.1% decrease from our baseline. During the school year, a CTE team consisting of the Director of Teaching & Learning, Regional K-12 Pathway Coordinator, CALPADs Technician and high school administrators and counselors met twelve times throughout the school year. Based on their discussions the following was discussed and implemented; added Calculus to our dual enrollment program, updated Synergy data to ensure that the correct CALPADs names/titles were in place and worked with ROP to add in more work based opportunities. In addition, the

Director of Teaching and Learning trained all secondary counselors on the California Dashboard College and Career Indicator to gain a greater understanding on how high school graduates are classified as "Prepared."

Action 1.6: With the total percentage of reclassified English Learners decreasing from a baseline of 21% in 2023 to 7% in 2024 - a 14% decline - a dedicated effort was undertaken to boost the English Learner reclassification rate. This initiative reflects our unwavering commitment to "Embracing Our Commitment to English Learners." During the school year all K-8 grade teachers attended a minimum of three professional learning opportunities focused on oral language production, academic vocabulary, structured student engagement and experiencing the annual ELPAC assessment as students. K-8 teachers also received monthly ELPAC practice slide decks to incorporate ELPAC sentence stems and vocabulary into their daily instruction. For 9-12 grade students had meetings with Padres Unidos who supported family meetings to educate families about reclassification and before taking the ELPAC, district office staff and site administration shared motivational speeches or "pep talks" for students to perform their best on the assessment.

Action 1.7: Twenty three staff members used allocated funds to participate in professional learning opportunities including attendance at the annual CABE conference and transitional kindergarten/early learning sessions. However classified staff is not represented and a classified professional learning brochure will be implemented in the Fall. 2024 CA Dashboard Local Indicator Implementation of Academic Standards showed full implementation or full implementation and sustainability for Professional Development related to math, ELA and NGSS.

Action 1.9: While our reclassification rates decreased by 14% in the 2024 2025 school year we intentionally and purposefully increased background knowledge with administrators, teachers, counselors, DELAC committee, and EL liaisons regarding the complexity of the ELPAC assessment. In addition all sites had comprehensive spreadsheets of all English Learners that included current ELPAC overall scores and US entry date to indicate Long Term English Learner status. Monthly, administrators reviewed their site's English Learner data and determined action steps. Moving forward we are optimistic that our year 2 outcome will increase and surpass the target for year three.

Ineffective Actions
Action 1.2 was originally planned to support two of our elementary sites with their continued implementation of the SEAL (Sobrato Early Academic Language) model specifically for new teachers who needed to be trained as well as instructional coaching support from the Sobrato Foundation. In lieu of contracting with the Sobrato Foundation, Coyote Hills was asked to use site funding to provide collaboration days for teachers to refine teaching units for their students based on the Sobrato SEAL Model and supporting teachers new to the SEAL model. Schilling Elementary decided to suspend the SEAL model for the 2024 - 2025 school year. Although this action item was not implemented based on other initiatives, focused on increasing student outcomes, especially for our English Learners, we are optimistic that there will be an increase in our CAASPP results in English Language Arts and Math.

Action 1.13: Funding was not spent as ESSER funds were used to purchase new staff and student Chromebooks instead of the LCAP allocation.

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

Based on Educational Partner feedback and recommendations from the LCAP Advisory Committee below are descriptions of any changed made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice for Goal #1:

Metrics Modifications
None

Action Modifications
Action 1.2: Beginning in 2025-2026, this professional development will focus on increasing student outcomes at Schilling Elementary. Teachers will participate in additional professional learning. The teachers will deepen their understanding of pedagogy (theory and practice) related to literacy and language acquisition instruction with English Learners and they will strengthen implementation across the instructional day of key classroom strategies for supporting EL growth in literacy, language development, and vocabulary. Teachers will also participate in three cycle of inquiry collaboration sessions to monitor their English Learners and Long Term English Learners academic progress. Metric and impact will include i-Ready diagnostic assessments (K-5) CAASPP performance, (grades 3-5), classroom walkthrough data on strategy implementation, English Learner progress via ELPAC, and teacher survey feedback on professional learning effectiveness

Action 1.3: This Action has been discontinued as described above. Action 1.16 will be implemented to address the unique needs of the students at Schilling Elementary.

Action 1.16: This Action will provide for 50% of the cost for eight teacher salaries in classrooms with a high unduplicated student count at Schilling Elementary School. The 2023 - 2024 i-Ready diagnostic assessments and CAASSP results also indicate that unduplicated students, especially English Learners and Long Term English Learners at Schilling Elementary have significantly lower proficiency rates compared to other students within the district in ELA and Math based on local benchmark and CAASPP data. Their performance on the ELPAC assessment also indicates a need for stronger instructional practices specifically related to their unique needs. In addition all performance indicators on the California Dashboard are red, the lowest performance level. Educational partner feedback also requested in support in order to increase academic outcomes for English Learners and Long Term English Learners.

Action 1.5: This Action will be discontinued. Action 1.5 supported a $55,000 contract with Lawrence Hall of Science to support NGSS implementation and NUSD's goals for high quality Science education by facilitating four seminars with our District Science Team members. The Educational Services Department will plan and facilitate these meetings to support the work moving forward.

Action 1.13: The title of this Action has been modified. The new title is, Equitable Access to Technology. The purpose of the Action is to provide access to technology that will further ensure access to a Broad Course of Study, and all currently adopted curricular materials.

Action 1.14: This is new Action item. This Action will support our yearly high school Summer school credit recovery program as a high number of unduplicated students from Newark Memorial High School and Bridgepoint High School attend Summer school. This action is in response to feedback from our Educational Partners. Total allocation is $150,000.00 which funds salaries and supplies. Metrics include graduation rate and percent meeting UC/CSU requirements.

Action 1.15: This is a new Action. This Action will support a diagnostic assessment system and implementation of common formative assessments for high school students as we currently do not have a measure to monitor high school students academic progress throughout the school year. This has been created in response to Educational Partner feedback including DELAC and LCAP committees.

Action 1.16: This is a new Action as Action 1.3 was disconnected. The title of this new Action is, Highly Qualified Staff. The description of this Action is for all teachers at Schilling Elementary to receive intensive professional learning and coaching support as described in Action 1.2 to increase student outcomes for English Learners and Long Term English Learners through Instructional Coaching, Targeted and Ongoing Professional Development, Focal Students Initiative, Structured Collaboration Time and appropriate Materials and Resources. This action will provide funding for 50% of eight teacher salaries to address recruitment and retention for teachers at the lowest performing school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Counselors	Salary and benefits for counseling staff. Three 1.0 FTE secondary counselors at the comprehensive high school to increase graduation rates and college/career readiness	$453,917.00	Yes
1.2	Intensive English Language Development Professional Learning	THIS ACTION HAS BEEN MODIFIED. Intensive English Language Development professional learning including language production, student engagement, and academic vocabulary will increase student outcomes for English Learners and Long Term English Learners.	$49,000.00	Yes
1.3	DISCONTINUED Dual Language Immersion (DLI)	THIS ACTION HAS BEEN DISCONTINUED (Program and salary for teachers to meet the needs of the Dual Language Immersion program for grades K-4) AND REPLACED WITH ACTION 1.16.		
1.4	College and Career Support (ROP)	Regional Opportunity Program to provide work based learning, industry certifications, college preparation and credit, employment opportunities in order to create an engaging and purposeful learning environment for all students, but especially for English Learners, Socioeconomically	$969,359.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Disadvantaged students and Unhoused students with disproportionately lower percentages of completing at least one CTE pathway.		
1.5	DISCONTINUED: Teaching and Learning with STEAM	THIS ACTION HAS BEEN DISCONTINUED: Program developers for the Science Curriculum (FOSS); supporting implementation in the classroom, resources, and technical assistance for NGSS implementation and instruction		
1.6	College and Career Support	0.8 FTE - College and Career Specialist to provide opportunities for students to define a pathway during and beyond high school for college and career readiness; Puente Program	$91,600.00	Yes
1.7	District Professional Development for Classified and Certificated Staff	Funds to support Professional Learning districtwide for certificated and classified staff	$70,000.00	Yes
1.8	Instructional Program Subscriptions	To support continuing subscriptions that are critical to instructional delivery, academic services, and student engagement. Instructional Program Subscriptions (High School Credit Recovery Online Program, Axiom, Google, Character Strong, i-Ready; A2A)	$240,423.00	Yes
1.9	Additional Contract/Services for Language Support	Other services and/or supports for language development/proficiency to include and not be limited to: language proficiency assessments (formative and summative) to guide instruction and progress, supplemental instructional materials, etc to specifically address the needs of Long Term English Learners (13.3%)	$25,000.00	Yes
1.10	EL Liaisons	EL Liaisons at each site to support English Learner progress monitoring and communication with families, teachers and administration to specifically address the needs of Long Term English Learners (13.3%).	$84,327.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Additional Support for Site Level Activities	Support sites implement/monitor new or improved site level services addressing student achievement, engagement and/or conditions of learning.	$486,035.00	Yes
1.12	Academic Achievement of Students with Disabilities	0.3 FTE to support with COST implementation to ensure students receive services that are defined as well as coordinate students, families, teachers and services	$49,025.00	Yes
1.13	REVISED TITLE AND DESCRIPTION - Equitable Access to Technology	This initiative provides students with equitable access to a comprehensive and diverse course of study through the integration of innovative technology tools and resources. By leveraging up-to-date devices and software students can explore a wide range of subjects, including STEM, arts, languages, and social sciences, fostering engagement and personalized learning experiences. This effort aims to enhance student achievement, promote digital literacy, and prepare students for success in college, career, and lifelong learning.	$200,000.00	Yes
1.14	NEW ACTION High School Credit Recovery Summer School Program	Salaries for certificated and classified staff to support unduplicated students success in the annual high school summer school credit recovery program.	$150,000.00	
1.15	NEW ACTION High School Diagnostic Assessment	Administer comprehensive assessments three times a year to identify the academic learning gaps and needs of unduplicated students to enhance their academic success and overall outcomes.	$40,000.00	Yes
1.16	NEW ACTION - Highly Qualified Staff	All teachers at Schilling Elementary will receive intensive professional learning and coaching support as described in Action 1.2 to increase student outcomes for English Learners and Long Term English Learners through, Instructional Coaching, Targeted and Ongoing Professional Development, Focal Students Initiative, Structured Collaboration Time and appropriate Materials and Resources. This action will provide funding for	$631,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
		50% of eight teacher salaries to address recruitment and retention for teachers at the lowest performing school.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement and School Climate: Support and foster a welcoming and inclusive environment for all parents, families, and community as partners in the education and support of all students' success in school. This aligns with District Strategic Goal 3, Parent and Community Engagement and Communication.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with District Strategic Goal 3, Newark Unified School District will focus on Parent and Community Engagement and Communication. NUSD showed an increase in the percentage of students experiencing chronic absenteeism and suspension according to the 2023 CA Dashboard and noted below in the metrics provided. The analysis identified our unduplicated groups, especially in the secondary levels, as the groups of students needing the most support in this area, which may have attributed to correlating lower grades, test results, and overall participation. For parents, engaging in regularly conducted meetings such as School Site Councils (SSCs), English Learner Advisory Committees (ELACs), and District English Learner Advisory Committees (DELACs) had positive results once the opportunity to attend in person was provided. In addition, NUSD staff experienced and learned how important it is to continue with the Coordination of Services Teams (COST) in order to identify and address the needs of students, especially those in our unduplicated groups. Working in partnership with parents/families is necessary to support and educate the whole child. We strive to offer the best services possible; services that will engage both parents and students through graduation from NUSD and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rates	2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6%	2024 CA Dashboard - Graduation Rates All: 85.2% EL: 68.1% Unhoused: 68.8% SED: 82.3%		2025-2026 CA Dashboard Graduation Rates All 99% EL: 91% Unhoused: 73% SED: 95%	Graduation Rates All: +1.5% EL: -3.2% Unhoused: +15.9%% SED: +2.1% SwD: +.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2%	SwD: 70.3% AA: 86.7% Asian: 87.5% Filipino: 93.3% Hispanic: 81.7% White: 90% 2+ Races: 92.9%		SwD: 89% AA 80% Asian: 99% Filipino: 99% Hispanic: 95% White: 99% 2+ Races: 99%	AA: +22.4% Asian: -7.0% Filipino: +6.3% Hispanic: +1.4% White: +1.4% 2+ Races: +8.7%
2.2	Chronic Absenteeism	2023 CA Dashboard - Chronic Absenteeism All: 15.8% EL: 17.9% Foster: Less than 11 students - data not displayed for privacy Unhoused: 27.3% SED: 22.5% SwD: 20.9% AA: 35.8% Asian: 8.3% Filipino: 6.2% Hispanic: 19.6% PI: 32.8% White: 8.2% 2+ races: 17.1%	2024 CA Dashboard - Chronic Absenteeism All: 17.6% EL: 23.0% Foster 16.7% Unhoused:35.1% SED: 23.6% SwD: 18.8% AA: 30.7 Asian: 13.4% Filipino: 4.9% Hispanic: 21.9% PI: 24.3% White: 9.3% 2+ races: 15.3%		2025-2026 CA Dashboard - Chronic Absenteeism All: 6%; EL: 8%; Unhoused:15%; SED:12%; SwD: 10%; AA: 25%; Asian: 5%; Filipino: 5%; Hispanic: 9%; PI: 22%; White: 6%; 2+ races: 7%	CA Dashboard - Chronic Absenteeism All: +1.8% EL: +5.1% Foster +16.7% Unhoused: +7.8% SED: +1.1% SwD: -2.1% Hispanic: +2.3% AA: -5.1% Asian: +5.1% Filipino: -1.3% PI: -8.5% White: +1.1% 2+ races: -1.8%
2.3	Suspension Rates	2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Unhoused: 9.5% SED: 7.6%	2024 CA Dashboard Suspension Rates All: 5.2% EL: 8% Foster 32% Unhoused: 6.1%		2025-2026 CA Dashboard Suspension Rates All: < 1.0% EL: 4% Foster: 22.6% Unhoused: 3.5%	Suspension Rates All: 0 EL: +1% Foster: +3.4% Unhoused: -3.4% SED: -.8% SwD: +.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SwD: 7.8% AA: 11.3% Asian:2.2% Filipino: 2.1% Hispanic: 6.4% PI: 11.4% White: 4.4% 2+ races: 3.6%	SED: 6.8% SwD:8.7 Hispanic: 6.8% AA: 9.6% Asian:2.1% Filipino: 2.2% PI: 12.7% White: 3.5% 2+ races: 3.4%		SED: 1.6% SwD: 1.8% Hispanic: .4% AA: 6.3% Asian: < 1.0% Filipino: < 1.0% PI: 6.4% White: < 1.0% 2+ races:< 1.0%	Hispanic: -.4% AA: -1.7% Asian: -0.1% Filipino: +.1% PI: +1.3% White: -0.9% 2+ races: -0.2%
2.4	CA Dashboard Local Indicator Parent and Family Engagement	2023 CA Dashboard Local Indicator Parent and Family Engagement Full Implementation in 7/12 areas Full implementation and sustainability in 5/12 areas	2024 CA Dashboard Local Indicator Parent and Family Engagement Full Implementation in 7/12 areas Full implementation and sustainability in 5/12 areas		2025-2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas	Dashboard Local Indicator Parent and Family Engagement No changes from 2023-2024
2.5	Expulsion Rate	2023 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	2024 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%		2025-2026 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	Expulsion Rate (Data Source: CA DataQuest) NO CHANGE All: 0.0%
2.6	Dropout Rate	2023 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37)	2024 Data Quest Four-Year Adjusted Cohort Outcome High School:		2025-2026 Data Quest Four-Year Adjusted Cohort Outcome High School:	2023 Data Quest Four-Year Adjusted Cohort Outcome High School:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 20% (3) Asian: 5.5% (3) Filipino: 8.7% (4) Hispanic: 10.6% (25) White: 2.9% (1) EL: 15.4% (14) SED: 5% (29) Unhoused: 35.3% (6) SWD 12.7% (7) Middle School All: .03% (3) Unable to disaggregate due to low number of students	All: 16.1% (35) AA: 0% (0) Asian: 7.8% (5) Filipino: 4.4% (2) Hispanic: 10.0% (23) White: 6% (3) EL: 16.1% (14) SED: 10.3% (31) Unhoused: 12.1% (4) SWD: 11.1%(7) Middle School All: .03% (3) Unable to disaggregate due to low number of students		All: 8.8% (37) AA: 20% (3) Asian: 5.5% (3) Filipino: 8.7% (4) Hispanic: 10.6% (25) White: 2.9% (1) EL: 15.4% (14) SED: 5% (29) Unhoused: 35.3% (6) Middle School All: .03% (3) Unable to disaggregate due to low number of students	All: +7.3% AA: -20% Asian: +2.3% Filipino: -4.3% Hispanic: -.6% White: +3.1% EL: +.7% SED: +5.3% Unhoused: -23.2% SWD: -1.6% Middle School All: No change Unable to disaggregate due to low number of students
2.7	California Healthy Kids Survey Questions related to student engagement and inclusion.	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 161 (49%) * School connectedness: 65% * Academic motivation: 79% * Caring adults in school: 64%	The 2024 - 2025 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 167 (47%) * School connectedness: 72%		2025-2026 Survey Data: 5th Grade - Average reporting "Yes, most of the time or Yes, all of the time" * School connectedness: 100% * Academic motivation- 100% * Caring adults in school- 100%%	CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: (+6) * School connectedness: +7% * Academic motivation: +2% * Caring adults in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* High expectations adults in school: 78% * Meaningful participation: 39% * Social-emotional learning supports: 69% 7th; 9th; 11th; NT (Non-Traditional) Relative Sample Size: 326 (86%);108 (30%); 188 (44%); 30 (29%) * School connectedness: 44%; 40%; 42%; 45% * Academic motivation: 59%; 55%; 52%; 59% * Caring adults relationships: 47%; 42%; 56%; 49% * High expectations: 61%; 52%; 63%; 72% * Meaningful participation: 18%; 14%; 24%; 15% * Facilities upkeep: 16%; 15%; 13%; 56%	* Academic motivation: 81% * Caring adults in school: 72% * High expectations adults in school: 82% * Meaningful participation: 42% * Social-emotional learning supports: 74% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 281 (90%); 295 (82%); 258 (79%) 9 (17%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. * School connectedness: 43%; 50%; 49% * Academic motivation: 57%; 62%; 60%		* High expectations adults in school: 100% * Meaningful participation: 100% * Social-emotional learning supports-100%	school: +8% * High expectations adults in school: +4% * Meaningful participation: +3% * Social-emotional learning supports: +5% 7th; 9th; 11th; NT (Non-traditional) Sample Size: 7th Grade (-45) 9th Grade (+187), 11th Grade (+70) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. * School connectedness: -1%; +10%; + 7%; * Academic motivation: • 2%; + 7%; + 7%; * Caring adults relationships: + 5%; + 7% * High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Caring adults relationships: 52%; 49%; 54% * High expectations: 62%; 59%; 64% * Meaningful participation: 15%; 19%; 24% * Facilities upkeep: 9%, 26%; 20%; 39%			expectations: +1%;+7%; +1% * Meaningful participation: - 3%; +5%; 0% * Facilities upkeep: -7%, +11%; +7%
2.8	California School Staff Survey	2022-23 California Healthy Kids Survey: Staff Responses Total Responses: 287 (ES:156, MS:47, HS: 84) % of respondents marking "Strongly agree": * Caring adult relationships: 38% * High Expectations-adults in school: 41% * Student meaningful participation: 24% * Promotion of parent involvement: 26% * Student learning environment: 29% * Facilities upkeep: 12% * Support for social emotional learning: 26%	2024 - 2025 California Healthy Kids Survey: Staff Responses Total Responses: 175 (ES:80, MS:38, HS: 46, NT: 11) % of respondents marking "Strongly agree": * Caring adult relationships: 38% * High Expectations-adults in school: 43% * Student meaningful participation: 30% * Promotion of parent involvement: 26%		2025 California Healthy Kids Survey: Staff Responses % of respondents marking "Strongly agree": * Caring adult relationships: 70% * High Expectations-adults in school: 70% * Student meaningful participation: 70% * Promotion of parent involvement: 70% * Student learning environment: 70% * Facilities upkeep: 70%	California Healthy Kids Survey: Staff Responses Total Responses: -112 ES:(76 less responses from 22-23) MS:(9 less responses from 22-23), HS: (38 less responses from 22-23) % of respondents marking "Strongly agree": * Caring adult relationships: 0% * High Expectations-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Provides adequate counseling support services: 19% * Anti-bullying climate: 30%	* Student learning environment: 36% * Facilities upkeep: 18% * Support for social emotional learning: 26% * Provides adequate counseling support services: 28% * Anti-bullying climate: 31%		* Support for social emotional learning: 70% * Provides adequate counseling support services: 70% * Anti-bullying climate: 70%	adults in school: +2% * Student meaningful participation: +6% * Promotion of parent involvement: 0% * Student learning environment: 7% * Facilities upkeep: +6% * Support for social emotional learning: 0% * Provides adequate counseling support services: +9% * Anti-bullying climate: +1%
2.9	California School Parent Survey	2022-2023 CSPS (administered once every two years) Number of respondents: All: 280 Elementary:198 Middle School: 82 Parent Involvement Results:% of parents responding Agree or Strongly Agree * School promptly responds to my phone	2024 - 2025 CSPS (administered once every two years) Number of respondents: All:159 Elementary: 115 Middle School: 44 Parent Involvement Results:% of parents responding Agree or Strongly Agree		2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent	California Healthy Kids Survey: Parent Responses Number of respondents: All:159 (121 less than 2022 - 2023) Elementary: (83 less than 2022 - 2023) Middle School: (38 less than 2022 - 2023)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		call, messages, or emails: 91% * School encourages me to be an active partner: 88% * School actively seeks the input of parents before making important decisions: 76% * Parents feel welcome to participate at this school: 89%	* School promptly responds to my phone call, messages or emails: 82% * School encourages me to be an active partner: 87% * School actively seeks the input of parents before making important decisions: 67% * Parents feel welcome to participate at this school: 84%		contribution, and participation.	Parent Involvement Results:% of parents responding Agree or Strongly Agree * School promptly responds to my phone call, messages, or emails: - 9% * School encourages me to be an active partner: - 1% * School actively seeks the input of parents before making important decisions: - 9% * Parents feel welcome to participate at this school: - 5%
2.10	District level Involvement Opportunities for Parents/Families of Unduplicated Students	Local Measurement: 2023-24 Effective and active committees with representation from unduplicated students.	Local Measurement: 2024-2025 Effective and active committees with representation		Local Measurement: 2026 Effective and active committees with representation	Local Measurement: 2024-2025 Effective and active committees with representation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented	from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented		from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also	from unduplicated students. Maintained number of schools represented as indicated below DELAC: No Change LCAP Parent Advisory Committee:No Change
2.11	Parental participation in programs for Students with Disabilities	2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5	2024 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 10		2026 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5	Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: +5
2.12	District Attendance Rate	2022-2023 ADA Reporting Overall: 92.6%	2024 - 2025 ADA Reporting To Date (Aug-Jan.. 2025) 93.85%		2026 ADA Reporting Overall: 95%	2024 - 2025 ADA Reporting To Date (Aug-Jan.. 2025) +1.25%

Goal Analysis [2024-25]

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

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

The District made progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. Our actions are grouped into four distinct categories which include; successful implementation, implementation challenge, modified implementation, non implemented

Successful Implementation:
Action 2.1: Parent Square continues to be the main source of communication to families from the District and all school sites. The following Parent Square notifications were sent in the 2024 - 2025 school year; district (53) school sites (1,451) class/teacher (3,804).

Action 2.2: Translation services were provided from DTS for our LCAP and the annual School Site Safety Plans. Illuminate was used to consistently support data analysis at the district level and all school sites.

Action 2.3: Seventeen parent/educational workshops were offered for parents. Presentation topics included nutrition, PIQE (Parent Institution For Quality Education) Parent Cafes, and Nuestro Espacio - Voces Que Cuentan (Our Space, Voices that Matter). While attendance fluctuated, the highest attended workshops were Nuestro Espacio with an average attendance of 45 parents per session and PIQE with 42 families per session.

Action 2.4: Sites allocated funding to support goal #2. Events ranged from a variety of topics including yet not limited to Coffee with the Principal, Young Author's Fair, Hats/Diversity High School Rally Cultural Rally, Bingo Night, Art Showcase and STEAM/STEM Showcase.

Action 2.5: Mental health services were provided to families from agencies including Wellness Together and EBAC (East Bay Agency For Children.) The total number of mental health referrals for the 2024 - 2025 was 677 with 124/677 for East Bay Agency for Children. In addition, our overall suspension numbers have also decreased from 432 in the 2023 - 2024 school year to 206 in 2024 - 2025. (226 less suspensions)

Action 2.6: The Parent Engagement and Health Services Manager continued to engage and support families throughout the school year. Highlights of her work include eye exams and free glasses distribution at Coyote Hills Elementary and Schilling Elementary, coordinating weekly food distribution at Schilling Elementary, overseeing our Community Schools Grant, Medi-Cal billing, holiday food and gifts in November and December, and home visits as needed.

Implementation Challenges:
Action 2.1: Our DELAC committee shared that there is little implementation of Language Line from the District Office and school sites. When we analyzed our Language Line usage 582 calls were made for a total of 9,484 minutes with an average connection time of 17 minutes per call. The two languages that were translated the most were Spanish and Mandarin.

Action 2.3: While seventeen parent/educational workshops were offered the DELAC committee requested a parent series to learn more about the ELPAC and how to support their children at home. Due to the timing of the request, in late January, we were unable to offer this series for the 2024 - 2025 school year. However a series will be offered in the Fall of 2025.

Non-Implemented Actions:
All action items were implemented for Goal #2

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

The District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptions and implementation realities throughout the year.

Expenditure Differences
Action 2.1: $42,400 was allocated for our Parent Square contract ($31,500) and translation services that are time carded at the site and district level. We spent an additional $27,853.24 in translation services.
Action 2.3: $46,000 was allocated for contracts with PIQE and CABE for parent workshops. This year CABE did not have a facilitator to lead/facilitate parent workshops so $11,500 was not spent.
Action 2.5 $467,955 was allocated for mental health services as well as a Mental Health Clinician at the high school. $399,291 was spent.
Action 2.6: $163,923 was allocated for this goal which include 50% salary for the Manager of Parent Engagement and Health Services, salary for a Coordinator for College and Career position, and a district Community Liaison. There is a remaining balance of $68,663 as the Coordinator for College and Career position and the 0.5 FTE District Community Liaison position were unfilled.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal #2 as demonstrated by both quantitative data and qualitative indicators. Multiple metrics are lagging indicators so that the data gathered proceed the action implementation. In these cases, the district will continue to monitor the metrics as they relate to each action in order to determine their level of effectiveness.

Strong Effectiveness
Action 2.1: All school sites had active School Site Councils (SSC) and English Learner Advisory Committees.(ELAC) Sites had at least five calendared School Site Council meetings and at least four ELAC meetings.

Action 2.5: Seventeen parent workshops were held in the 2024 - 2025 school year compared to 9 in 2023 - 2024. Two of the metric measures for Action 2.5 include chronic absenteeism and suspensions. All sites, except two, decreased their chronic absenteeism rates from 2023 - 2024. In addition, we have reduced the overall number of suspensions from the 2023 - 2024. In 2024 - 2025 we implemented a

unified discipline matrix, analyzed the number of suspensions monthly with site administrators, and had continuous collaboration between the Educational Services Department and all sites if a student of color was being considered for suspension.

Emerging Effectiveness
Action 2.2: The overall chronic absenteeism increased by 1.7% and chronic absenteeism for our English Learners increased by 5.1%. In the 2024 - 2025 school year we were intentional about having a different outcomes on the 2025 Dashboard. Some of these efforts included monthly analysis of attendance rates at all sites, bi-weekly principal meetings to discuss and implement action steps, SART and SARB meetings and our Pupil Services Department and Manager of Parent Engagement conducting home visits. We are optimistic that our 2025 Dashboard will have improved results.

Action 2.3: We have significantly reduced the overall number of suspensions from the 2023 - 2024. In 2024 - 2025 we implemented a unified discipline matrix, analyzed the number of suspensions monthly with site administrators, and had continuous collaboration between the Educational Services if a student was being considered for a suspension. As stated above during the 2023 - 2024 school year 432 students were suspended. In 2024 - 2025 suspensions were reduced to 206. (226 less suspensions)

Action 2.4: One of the metrics to monitor effectiveness for Action 2.4 is the annual California Healthy Kids Survey (CHKS). As a district, we continue to not receive the number of responses we would like to effectively analyze the results as the sample size is small compared to overall enrollment/families in the district. Results from 2023 - 2024 to 2024 - 2025 for the CHKS include the following: Fifth Grade Students, 161 in 2023 - 2024, 167 in 2024 - 2025, Secondary (7th, 9th and 11) 642 in 2023 - 2024, 843 in 2024 - 2025, staff 287 in 2023 - 2024 to 175 in 2024 - 2025 and Family Responses: 280 in 2023 - 2024 and 234 in 2024 - 2025. One consideration to increase the number of responses is to administer the survey in the Fall instead of the Spring.

Ineffective Effectiveness
Action 2.6 cites a 0.5 FTE Community Liaison and a College and Career Coordinator. These positions remained unfilled for the 2024-2025 school year. After 2025 - 2026 LCAP is approved by the Board in June 2025 these positions will be posted and filled for the 2025 - 2026 school year.

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

Based on Educational Partner feedback and recommendations from the LCAP Advisory Committee below are descriptions of any changed made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice for Goal #2:

Action Modifications
Action 2.2: This Action has been modified solely to support data management online platforms.

Action 2.5: This Action has been modified so that all schools have access mental health services.

Action 2.6: This Action has been modified from a 0.5 College and Career Coordinator to a 1.0 FTE to support student engagement and chronic absenteeism for unduplicated students

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement and Support Translating/Interpreting Services	Cost of universal communication platform that supports primary language communication between students, families, and school and district staff. This action includes funds for each school to provide translation support to families as needed and the cost of translating essential district and school documents. This allows NUSD to meet the federal requirement for translation of any home language that makes up 15% or more of the school or district population. This action will specifically address the needs of Long Term English Learners (13.3%).	$62,500.00	Yes
2.2	MODIFIED Data Management System	Online platforms to provide legal documents in all languages, document and publish data, and to accurately gather and report data	$92,130.00	Yes
2.3	Parent Workshops	Partner with outside organizations (PIQE, CABE) to provide parents workshops/series as well as provide workshops for only NUSD students, staff and families to create a comprehensive, collaborative unit that directly addresses our student and family needs	$26,000.00	Yes
2.4	Additional Site Level Activities (SPSA)	Support sites implement/monitor new or improved site level services addressing student achievement, engagement and/or conditions of learning.	$486,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Mental health and other support for families	Wellness services for students and families and to continue partnerships with mental health clinicians to support and serve in a nurturing, safe, equitable, and respectful environment. The disproportionately high rate of suspensions for African American, English Learners, Pacific Islander, Socioeconomically Disadvantaged students in Newark resulting in a red Indicator on the California Dashboard for each of these groups points to an urgent need for a nurturing, safe, equitable, and respectful school campus where all students are valued and respected.	$344,590.00	Yes
2.6	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	Engage families in workshops, leadership, and other processes that support parents to be advocates for students, 0.5 FTE Community Liaison	$287,020.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning: Promote high quality learning conditions and a safe environment to enrich the social, emotional, and physical health of all students. This goal aligns with District Strategic Goal 2, Safe, Secure and Healthy Learning Environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In alignment with District Strategic Goal 2, Newark Unified School District will focus on providing Safe, Secure and Healthy Learning Environments for all students and staff. Ensuring a broad course of study is provided for all students is not only a requirement but is also an equitable issue for our unduplicated groups of students. The same is true for access to courses and/or exams that are required by colleges and universities. Based on the data listed below, NUSD can improve in the areas of enrollment in Advance Placement (AP) courses and participating in AP exams. Increasing the number of AP courses offered, the percent of students taking such courses, and the percent taking and passing the AP exams is one way of engaging and retaining students in this District. In addition, maintaining clear lines of communication with our parents/families in all areas of their child's education is key to building trust and hence partnerships in support of student achievement. To that end, NUSD is committed to reinstituting the practice of surveying its stakeholders (parents, students and teachers) on an annual basis to measure its success in the area of restoring trust and deep understanding of collective work. It is important to display our commitment to our students and community through our actions. An annual assessment in our progress toward exceptional learning conditions from our stakeholders is one way to accomplish this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard Local Indicator Basic Services: Williams Act / Compliance and Reporting	2023 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of	2024 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and		2026 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and	2026 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Education Most recent data available CTC Audit Report 2022-2023 Teacher Vacancies: 95* Mis-assignments: 35* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary 2021-22 Actuals by Position Teacher Vacancies: 88 Mis-assignments: 24 *CTC Audit Report and Review	approved by the Newark Board of Education Most recent data available Teaching Assignment Monitoring Outcomes by FTE Report 2022-2023 Teacher Vacancies: 95* Mis-assignments: 35* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary		approved by the Newark Board of Education CTC Audit Report 2026 Teacher Vacancies: 50 Mis-assignments: 20 2026 Actuals by Position Teacher Vacancies: 43 Mis-assignments: 9	approved by the Newark Board of Education CTC Audit Report Teacher Vacancies: no updated data available. Mis-assignments: no updated data available. Actuals by Position Teacher Vacancies: No updated data available. Mis-assignments: no updated data available.
3.2	California Healthy Kids Survey Questions related to social emotional wellness for students in schools.	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 169 (49%) * School connectedness: 65%	The 2024 - 2025 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 167 (47%)		2025 Survey Data: CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample Size: 75% response rate	CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: (-2) School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 78% * Meaningful participation: 39% * Social-emotional learning supports: 69% 7th; 9th; 11th; NT (Non-Traditional) Relative Sample Size: 326 (86%);108 (30%); 188 (44%); 30 (29%) * School connectedness: 44%; 40%; 42%; 45% * Academic motivation: 59%; 55%; 52%; 59% * Caring adults relationships: 47%; 42%; 56%; 49% * High expectations: 61%; 52%; 63%; 72% * Meaningful participation: 18%; 14%; 24%; 15% * Facilities upkeep: 16%; 15%; 13%; 56%	School connectedness: 72% Academic motivation: 81% Caring adults in school: 72% High expectations adults in school: 82% Meaningful participation: 42% Social-emotional learning supports: 74% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 281 (90%); 295 (82%); 258 (79%) 9 (17%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.		* School connectedness: 85% * Academic motivation: 95% * Caring adults in school: 85% * High expectations adults in school: 95% Meaningful participation: 60% * Social-emotional learning supports: 95% 7th; 9th; 11th; NT (Non-traditional) Response rate: 75% * School connectedness: 62%; 67%; 61%; 81% * Academic motivation: 80%; 80%; 76%; 89% * Caring adults relationships: 70%; 73%; 70%; 71% * High expectations: 89%; 88%; 80%; 92%	connectedness: +7% Academic motivation: +2% Caring adults in school: +8% High expectations adults in school: +4% Meaningful participation: +3% Social-emotional learning supports: +5% 7th; 9th; 11th; NT (Non-traditional) Sample Size: 7th Grade (-45) 9th Grade (+187) 11th Grade (+70) NT(-21) in 2024 -2025 year 1 outcome data *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School connectedness: 43%; 50%; 49%; Academic motivation: 57%; 62%; 60%; Caring adults relationships: 52%; 49%; 54% High expectations: 62%; 59%; 64% Meaningful participation: 15%; 19%; 24% Facilities upkeep: 9%, 26%; 20%		* Meaningful participation: 37%; 39%; 41%; 43% * Facilities upkeep: 41%; 34%; 36%; 78% Average reporting "Yes, most of the time or Yes, all of the time" * Social-emotional learning supports- 100%	School connectedness: • 1%; +10%; +7%; Academic motivation: - 2%; + 7%; + 7%; Caring adults relationships: + 5%; +7%; - 2% High expectations: +1%;+7%; +1%; Meaningful participation: -3%; +5%; 0%; Facilities upkeep: - 7%, +11%; +7%;
3.3	AP Exam Pass Rate	2023 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 46.2% AA: 28.6% Asian: 69.4% Filipino: 57.7% Hispanic: 27.1%	2024 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 41.4% AA: 75% Asian: 62.5% Filipino: 30.4%		2026 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher score of 3 or higher All: 70% AA: 65%	CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: - 4.8% AA: + 46.4% Asian: - 6.9% Filipino: - 27.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PI: 33.3% White: 46.2% API: 46% 2+: 66.7%% ELs: 10% SED: 38.8% SwD: 0% Unhoused: 66.7%	Hispanic: 34.3% PI: 33.3% White: 29.6% API: N/A% 2+: 66.7% ELs: 60% SED: 39.8% SwD: 20% Unhoused: 0%		Asian: 65% Filipino: 65% Hispanic: 65% PI: 65% White: 65% API: 65% 2+: 65% ELs: 65% SED: 65% SwD: 65% Unhoused: 65%	Hispanic: +7.2% PI: 0% White: -16.6% API: N/A% 2+: 0% ELs: + 50% SED: +1% SwD: + 20% Unhoused: -66.7%
3.4	CTE Pathway Completion	2023 CA Dashboard CCI CTE Pathway completion All: 17.7% AA: 0% Asian: 19.4% Filipino: 42.3% Hispanic: 11.9% PI: 16.7% White: 0% 2+: 11.1% ELs: 10% SED: 16.3% SwD: 0% Unhoused: 33.3%	2024 CA Dashboard CCI CTE Pathway completion All: 35.5% AA: 48.4% Asian: 20% Filipino: 43.5% Hispanic: 43.3% PI: 16.7% White: 44.4% 2+: 0% ELs: 20% SED: 37.8% SwD: 20% Unhoused: 40%		2026 CA Dashboard CCI CTE Pathway completion All: 35% AA: 30% Asian: 30% Filipino: 50% Hispanic: 30% PI: 30% White: 30% 2+: 30% ELs: 30% SED: 30% SwD: 30% Unhoused: 40%	CA Dashboard CCI CTE Pathway completion All: +17.8% AA: + 48.4% Asian: +.6% Filipino: +1.2% Hispanic: + 31.4% PI: 0% White: + 44.4% 2+: - 11.1% ELs: +10% SED: + 21.5% SwD: + 20% Unhoused: + 6.7%
3.5	A-G Requirements Met	2023 CDE DataQuest Percent A-G Requirements Met All: 52% AA: 77.8%	2024 CDE DataQuest Percent A-G Requirements Met: All: 37.1 % AA: 23.1%		2026 CDE DataQuest Percent A-G Requirements Met All: 58% AA: 50%	CDE DataQuest Percent A-G Requirements Met: All: -14.9% AA: - 54.7% Asian: -17.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 71.2% Filipino: 70% Hispanic: 38.8% White: 58.1% 2+ races: 68.8% EL: 23.4% Unhoused: 44.4% SwD: 21.6% SED: 42.9%	Asian: 53.6% Filipino: 54.8% Hispanic: 26.2% White: 51.1% 2+ races: 38.5% EL: 13.8% Unhoused: 27.3% SwD: 11.4% SED: 33.2%		Asian: 67.3% Filipino: 60.9% Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9%	Filipino: -15.2% Hispanic: -12.6% White: -7% 2+ races: -19.4% EL: - 9.6% Unhoused: -17.1% SwD: -10.2% SED: -9.7%
3.6	CA Dashboard CTE Pathway Completion and A-G Requirements Met	2023 CTE Pathway Completion and A-G Requirements Met All: 12.3 % AA: 21.4% Asian: 10.9% Filipino: 28.3% Hispanic: 8.8% White: 8.6% 2+ races: 15.8% EL: 5.3% Unhoused: 0% SwD: 3.6% SED: 8.1%	2024 CTE Pathway Completion and A-G Requirements Met All: 11.8 % AA: 6.7% Asian: 12.5% Filipino: 22.2% Hispanic: 7.7% White: 25.5% 2+ races: 0% EL: 3.3% Unhoused: 6.3% SwD: 0% SED: 9.2%		2026 CTE Pathway Completion and A-G Requirements Met All: 58% AA: 42% Asian: 30% Filipino: 48% Hispanic: 30% White: 30% 2+ races: 35% EL: 35% Unhoused: 20% SwD: 25% SED: 25%	 CTE Pathway Completion and A-G Requirements Met All: - 0.5% AA: -14.7% Asian: +1.6% Filipino: - 6.1% Hispanic: -1.1% White: +16.9% 2+ races: -15.8% EL: -2% Unhoused: + 6.3% SwD: - 3.6% SED: +1.1%
3.7	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%		% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	% of teachers who participate in professional development focused on English Language Development (ELD) strategies	% of teachers who participate in professional development focused on intervention strategies for low-income, English Learners- 100%	% of teachers who participate in professional development focused on intervention strategies for low-income, English Learners- 100%		% of teachers who participate in professional development focused on intervention strategies for low-income, English Learners- 100%	No change from baseline
3.9	CA Dashboard Local Indicator Broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.	CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code.	CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code.		CA Dashboard Local Indicator Broad Course of Study Maintain: All students are provided with the content area courses required in Ed. Code.	No change from baseline
3.10	California Healthy Kids Survey Questions related to school climate, including feelings of emotional and physical safety	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) Feel safe at school: 73% Feel safe on way to and from school: 85%	The 2024 - 2025 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 167, (46%)		California Healthy Kids Survey 2026 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 169 (49%)	CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade (+10) % reporting "Yes, most of the time or Yes, all of the time" to the survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Been hit or pushed: 31% Mean rumors spread about you: 34% Called bad names or target of mean jokes: 42% Saw a weapon at school: 6% Cyberbullying: 21% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: 326 (86%); 9th:108 (30%); 11th: 188 (44%); 30 (29%) School perceived as very safe or safe: 33%, 34%, 38%, 44% Experienced any harassment or bullying: 38%, 34%, 6%, 22% Had mean rumors or lies spread about you: 29%, 36%, 25%, 15%	% reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 171 (14%) Feel safe at school: 81% Feel safe on way to and from school: 92% Been hit or pushed: 32% Mean rumors spread about you: 36% Called bad names or target of mean jokes: 46% Saw a weapon at school: 13% Cyberbullying: 24% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: 283 (92%);		Feel safe at school: 73% Feel safe on way to and from school: 85% Been hit or pushed: 31% Mean rumors spread about you: 34% Called bad names or target of mean jokes: 42% Saw a weapon at school: 6% Cyberbullying: 21% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 326 (86%); 108 (30%); 188 (44%); 30 (29%) School perceived as very safe or safe: 33%; 34%; 38%; 44%	topic. 5th Grade Feel safe at school: +8% Feel safe on way to and from school. +7% Been hit or pushed: + 7% Mean rumors spread about you: + 2% Called bad names or target of mean jokes: + 4% Saw a weapon at school: + 7% Cyberbullying: + 3% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: 283 (92%); 9th: 297 (82%); 11th: 257 NT: 9 (17%) *Note West Ed has

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Been afraid of being beaten up: 33%, 21%, 13%, 4% Been in a physical fight: 10%, 6%, 5%, 8% Seen a weapon on campus: 14%, 14%, 8%, 8% Cyberbullying: 26%, 26%, 19%, 18%	9th: 297 (82%); 11th: 257 (75%) 9 (17%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. School perceived as very safe or safe: 49%, 59%, 56% Experienced any harassment or bullying: 49%, 28%, 24% Had mean rumors or lies spread about you: 43%, 32%, 32% Been afraid of being beaten up: 30%, 14%, 12% Been in a physical fight: 16%, 5%, 1% Seen a weapon on campus: 15%, 5%, 11%		Experienced any harassment or bullying: 38%; 34%; 26%; 22% Had mean rumors or lies spread about you: 29%; 36%; 25%; 15% Been afraid of being beaten up: 33%; 21%; 13%; 4% Been in a physical fight: 10%; 6%; 5%; 8% Seen a weapon on campus: 14%; 14%; 8%; 8% Cyberbullying: 26%; 26%; 19%; 18%	indicated that NT will not be included in below data as there were less than 10 respondents. School perceived as very safe or safe: +11%, +25%, +18% Experienced any harassment or bullying: +11%, -6%, +2% Had mean rumors or lies spread about you: +14%, -4%, +7% Been afraid of being beaten up: • 3%, -7%, -1% Been in a physical fight: +20%, -1%, -4% Seen a weapon on campus: +1%, 9%, +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Cyberbullying: 33%, 26%, 26%			Cyberbullying: +7%, 0%, +7%

Goal Analysis [2024-25]

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

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

The District made progress in implementing our planned actions while adapting to emerging needs and challenges throughout the school year. Our actions are grouped into four distinct categories which include; successful implementation, implementation challenge, modified implementation, non implemented

Successful Implementation
Action 3.1: The Program Administrator of Science mentored and supported elementary and secondary Science teachers. She designed and facilitated nine professional development sessions for the elementary Science Resource Teachers during the monthly District Afternoon of Learning. She organized five "Family Code Night" events for all elementary sites from January through March in 2025. Feedback comments include, "I enjoyed the coding activities with my daughter." "More nights like this!" "My child learned how to problem solve, thank you." The Program Administrator of Science collaborated with a team of high school administrators, computer science and math teachers for the administration and implementation of the activities of the Golden State Pathways Grant. In addition, the Program of Administrator also supported the partnership of the District Science Leadership Team composed of elementary, middle and high school teachers the Assistant Superintendent of Educational Services and BaySci. The BaySci team, based at the Lawrence Hall of Science are program developers of FOSS, the elementary Science curriculum. She and the BaySci team co-planned and facilitated four seminars that focused on the initiatives for districtwide coherence across the disciplines of science, computer science, and environmental literacy and ensures its connection to other district priorities overseen by the Educational Services department.

Action 3.2: All elementary campuses have library clerks who provide support in our school libraries including, but not limited to, Read Alouds to children, manage library services and supporting school wide events such as Young Author's Fair. The high school has a certificated librarian who supports students with finding resources and materials to assist with their research projects and/or their coursework.

Action 3.3: On April 7, 2025 NUSD reclassified 109 English Learners at Newark Memorial High School Theatre. One Board of Education member and all site administrators attended. Certificates were proudly given to all students being reclassified.

Action 3.4: Eight schools attended science based outdoor learning trips based on the NUSD Environmental Literacy plan and Board-approved STEAM Education Policy Resolution. Eighty four (84) K - 9th grade classes participated in outdoor classrooms at destinations such as Roberts Regional Recreation Area, Crab Cove, Ardenwood Historic Park, Tule Ponds at Tyson Lagoon, Monterey Bay Aquarium,

and Don Edwards San Francisco Bay National Wildlife Refuge. Students also attended multiple field trips to engage in engineering and design thinking to prototype solutions for real-world environmental justice issues in the community.

Action 3.5: All elementary sites were invited to attend Family Code Nights at their individual sites or at the Science Technology Aerospace Robotics (STAR) Lab at Newark Memorial High School. A total of 213 families attended: Birch Grove Primary and Birch Grove Intermediate (86), Coyote Hills Elementary (54) Kennedy Elementary (35) Lincoln Elementary (19), Schilling Elementary (22).

Action 3.6: Sites incorporate PBIS, Positive Behavioral Interventions and Support, and it's a framework to create a positive and supportive learning environment for all students. PBIS aims to improve student outcomes by addressing behavior, social-emotional skills, and academic achievement. In 2023 - 2024 NUSD had a total of 458 suspensions. In 2024 - 2025 the total number of suspensions decreased to 206.

Implementation Challenges
Action 3.7: The allocated funding amount of $20,000 made it challenging to support some of the safety needs we have including training for teachers, safety equipment such as two way radios between the district and the sites, or video cameras.

Modified Implementation
No actions were modified.

Non implemented Actions
Action 3.7 was not implemented. The next steps will involve evaluating safety needs at each location and establishing priorities.

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.

NUSD experienced varying degrees of alignment between planned expenditures and actual spending reflecting both operational adaptions and implementation realities throughout the year.

Expenditures Differences
Action 3.3: $10,595 was allocated for our annual Biliteracy Pathway Recognition and Reclassification Ceremony. Total expenses were $3,110.57 in 2024 - 2025.
Action 3.5: $33,000 was allocated to support Family Code Nights and the district's STEAM initiative. Total expenses were $7,646.72.
Action 3.7: $20,000 was allocated to provide training, resources, and technical assistance to all school sites for a physically and emotionally safe, well disciplined, and site conducive to learning. Allocated funds were not utilized this year as a needs assessment needs to be conducted for each site.

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

Based on our analysis of metrics and outcomes the implementation of actions showed varying levels of effectiveness in achieving Goal 3 as demonstrated by both quantitative and qualitative indicators. We implemented several intentional shifts to enrich the social, emotional, and physical health of all students. These shifts have been grouped into three categories; Strong Effectiveness, Emerging Effectiveness, Ineffectiveness

Strong Effectiveness
Action 3.1: By mentoring and supporting elementary science teachers and organizing professional learning sessions, the district ensured that teachers are well-equipped to create engaging, hands-on science experiences. AP Exam pass rate showed the following changes for student outcomes: All: - 4.8%, ELs: + 50%, SED: + 1%, SwD: + 20%, Homeless: - 66.7%

Action 3.2: Library clerk encouraged a love for reading and learning through their planned activities and interactions with students. CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic.

5th Grade Sample size: (+ 6)
* School connectedness: + 7%,
* Academic motivation: + 2%,
* Caring adults in school: +8%,
* High expectations adults in school: + 4%,
* Meaningful participation: + 3%,
* Social-emotional learning supports: + 5%

7th; 9th; 11th; NT (Non-traditional) Sample Size: 7th Grade (- 45) 9th Grade (+187), 11th Grade (+70),
*Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

* School connectedness: -1%; +10%; +7%
* Academic motivation: - 2%; + 7%; +7%
* Caring adults relationships: + 5%; +7%,
* High expectations: +1%; +7%; +1%,
* Meaningful participation: - 3%; +5%; 0%,
* Facilities upkeep: - 7%, +11%; +7%;

Action 3.3: Recognizing and celebrating the reclassification of English Learners boosts students' self-esteem and sense of achievement. The event fosters pride and emotional well-being, while also reinforcing a supportive school community that values linguistic and cultural diversity. The metrics related to CHKS about student engagement also indicated support for the effectiveness of this action.

Action 3:4: Students who attended field trips experienced a sense of connection to their community as they explored and deepened their knowledge about environmental topics. The metrics related to CHKS about student engagement also indicated support for the effectiveness of this action.

Action 3.5: Family Code Nights fostered family involvement in students' learning, promoting a sense of community and support. The positive feedback from families indicated increased confidence among students. The most relevant metric for this action is related to Access to a Broad Course of Study as these events are designed to increase student interest and confidence in STEAM. The district reports that 100% of students have access to a Broad Course of Study.

Action 3.6: The implementation of PBIS, with two sites being Gold Level Status, promotes appropriate behavior, social-emotional and academic skills for students to learn in safe and supportive environments. All teachers who participated in professional development focused on intervention strategies for Students with Disabilities and on English Language Development (ELD) strategies. The data remains unchanged from the previous reporting. 2024 Williams Audit: Facilities: All sites - Good and Instructional Materials: Sufficient and approved by the Newark Board of Education. Most recent data available from CTC Audit Report 2022-2023, Teacher Vacancies: 95*, Mis-assignments: 35*

Emerging Effectiveness:
Action 3.3: There is a need to reclassify more students every year if we are going to reduce the number of Long Term English Learners in the district. The metrics related to CHKS about student engagement also indicated support for the emerging effectiveness of this action.

Action 3.4: While all students have the opportunity to participate in the outdoor learning trips coordinated by Education Services Department, based on the design of the NUSD Environmental Literacy Plan, not all students are participating based on a variety of reasons. The metrics related to CHKS about student engagement also indicated support for the emerging effectiveness of this action.

Action 3.6: While the number of suspensions has decreased since the 2023 - 2024 school year, we need to continue to lower the overall number especially for English Learners, Hispanic students, and students with IEPs. All teachers who participated in professional development focused on intervention strategies for Students with Disabilities and on English Language Development (ELD) strategies. The data remains unchanged from the previous reporting. 2024 Williams Audit: Facilities: All sites - Good and Instructional Materials: Sufficient and approved by the Newark Board of Education. Most recent data available from CTC Audit Report 2022-2023, Teacher Vacancies: 95*, Mis-assignments: 35*.

Ineffectiveness:
No actions were deemed ineffective.

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

Based on Educational Partner feedback and recommendations from the LCAP Advisory Committee below are descriptions of any changed made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice for Goal #2:

Metrics Modifications
None

Action Modifications:
Action 3.1: This Action will be discontinued. The action supports a Program Administrator of Science who is retiring and the position is not being filled.
Action 3.5: Total funds for this Action will decrease from $33,000 to $23,000 to support STAR Lab materials and elementary Family Code Nights.
Action 3.8: Action 3.8 is a new Action for mentors to receive a stipend for supporting first and second year teachers eligible to participate in Teacher Induction and who teach unduplicated students in their classrooms.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	DISCONTINUED Program Administrator of Science	This position will no longer exist in 2025 0.5 FTE - Program Administrator of Science to oversee Science Literacy, Environmental Science, Teaching and Learning of STEAM	$0.00	
3.2	Library Hours of Operation and Educational Supplies/Support	Additional hours for library clerks, data management systems of textbooks and library books, and to purchase award winning literature for site libraries	$109,173.00	Yes
3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Cultivate an asset-based view of multilingual learners and foster a celebration of multilingual achievement at all levels including reclassification and the Seal of Biliteracy	$4,000.00	Yes
3.4	MODIFIED Science Education	Environmental Education and Fifth Grade Science Camp	$70,000.00	Yes
3.5	STEAM Initiative	Support materials for STAR Lab and Family Code Nights	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Additional Site level activities (SPSA)	Support sites to implement/monitor new or improved site level services addressing student achievement, engagement and/or conditions of learning.	$486,035.00	Yes
3.7	School Site Safety	Provide training, resources, and technical assistance to all school sites for a physically and emotionally safe, well disciplined, and site conducive to learning	$23,000.00	Yes
3.8	NEW ACTION - Teacher Induction Mentor Stipends	Teacher induction mentors receive a stipend for supporting first and second year teachers who teach unduplicated students in their classrooms. *Revise: Mentors receive a stipend for supporting first and second year teachers eligible for Teacher Induction and who teach unduplicated students in their classrooms.	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Equity Multiplier Goal: Bridgepoint High School will reduce the Hispanic suspension rate, the socioeconomically disadvantaged suspension rate, and students with disabilities suspension rate. In addition, support will be given for students to graduate, and for students to be prepared for, and pursue, college or a career.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data indicated a need to continue supporting all students at Bridgepoint High School to lower suspension rates and increase graduation rates to ensure college and career readiness. We plan to improve attendance and academic engagement and will measure progress using CA Dashboard data, differentiated by red indicators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students at Bridgepoint High School suspended at least one day.	2022-2023 Suspension Rate (CA Dashboard) Suspended at least one day All Students: 12.7% Hispanic: 10.3% Socioeconomically Disadvantaged: 16.5% Students with Disabilities: 10.5%	2023-2024 Suspension Rate (CA Dashboard) Suspended at least one day All Students: 20.3% Hispanic: 20.5% Socioeconomically Disadvantaged: 23.1% Students with Disabilities: 25.6%		CA Dashboard Suspension Rate All Students: 6% Hispanic: 5% Socioeconomically Disadvantaged: 8% Students with Disabilities: 5%	Suspension Rate (CA Dashboard) Suspended at least one day All Students: +7.6% Hispanic: +10.2% Socioeconomically Disadvantaged: +6.6% Students with Disabilities: +15.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percentage of students at Bridgepoint High School graduation rates.	2022-2023 Graduation Rate (CA Dashboard) All Students: 52.5% Graduated English Learners: 61.5% Hispanic: 64.3% (+ 6%) Socioeconomically Disadvantaged: 53.1% (-12.4%)	2023-2024 Graduation Rate (CA Dashboard) All Students: 42.3% Graduated English Learners: 23.5% Hispanic: 42.5% Socioeconomically Disadvantaged: 40.4%		CA Dashboard Graduation Rate All Students: 70% English Learners: 75% Hispanic: 75% Socioeconomically Disadvantaged: 70%	Graduation Rate (CA Dashboard) All Students: -10.2% Graduated English Learners: -38% Hispanic: -21.8% Socioeconomically Disadvantaged: -12.7%
4.3	Percentage of high school graduates who are placed in the "Prepared" level on the College/ Career Indicator.	2022-2023 College/Career (CA Dashboard) All Students Not Prepared = 97.5% Approaching Prepared =2.5% Prepared =0% Socioeconomically Disadvantaged = 0% prepared out of 32 students Not Prepared = 97.5% Approaching Prepared = 2.5 % Prepared = 0%	2023 - 2024 College/Career (CA Dashboard) All Students Not Prepared = 96% Approaching Prepared =4% Prepared =0% Socioeconomically Disadvantaged Not Prepared = 97.8% Approaching Prepared =2.2% Prepared =0%		CA Dashboard College/Career Indicator All Students Not Prepared: .5% Approaching Prepared = 25% Prepared = 70% Socioeconomically Disadvantaged Not Prepared: .5% Approaching Prepared = 25% Prepared = 70%	Difference from Baseline CA Dashboard College/Career Indicator All Students Not Prepared: -1.5% Approaching Prepared = +1.5% Prepared = 0% Socioeconomically Disadvantaged Not Prepared +.3% Approaching Prepared -.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		No Performance Level because less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilit	No Performance Level because less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilities White			Prepared no difference No Performance Level because less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilities White

Goal Analysis [2024-25]

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

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

The district made progress in implementing planned actions while adapting to emerging needs and challenges throughout the school year. These shifts have been grouped into four categories; Successful Implementation, Challenging Implementation, Modified Implementation, and Non-Implemented Implementation

Successful Implementation
The implementation process largely adhered to the original plan of hiring a School Community Liaison for Bridgepoint High School for the 2024–25 academic year. The process began with a detailed roadmap outlining hiring procedures, job expectations, and designated responsibilities. The School Community Liaison responsibilities included monitoring daily attendance, contacting parents of absent or tardy students, organizing SART (School Attendance Review Team) and SARB (School Attendance Review Board) meetings, as well as conducting home visits. The SART meetings proved effective, prompting an expanded goal: to meet with every student and their parent or

guardian before the end of the first semester. These meetings, held with the Principal, Counselor, School Community Liaison, parents, and students, focused on setting individualized goals, clarifying expectations, and reviewing each student's attendance and academic progress. Regular communication and transparency throughout the process helped maintain stakeholder trust and support. As a result, the school saw improvements in student attendance, projected graduation rates, and a reduction in suspension rates.

Challenging Implementation
Initially, hiring was scheduled to be completed by September; however, the School Community Liaison was officially hired in early October.

Modified Implementation
As mentioned above the goal was to hire a School Community Liaison by September however the candidate was not approved by the Board until early October.

Non-Implemented Implementation
All actions were implemented as stated above.

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.

Bridgepoint High School experienced varying degrees of alignment between planned expenditures and actual spending reflecting both operational adaptions and implementation realities throughout the year.

Expenditure Differences:
Estimated actual expenditures have remained below the budgeted allocations due to the School Community Liaison late hire. $124,208 was allocated for the School Community Liaison position. Projected funding expenditures by June 2025 is $ $58,784.85.
Based on current projections, the available funding should allow the School Community Liaison position to be sustained for approximately two additional years, ensuring continued support for student engagement and attendance initiatives.

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

Based on our analysis of metrics and outcomes the implementation of actions shows varying levels of effectiveness in achieving Goal #4 as demonstrated by both quantitative and qualitative indicators. These shifts have been grouped into three categories; Strong Effectiveness, Emerging Effectiveness, Ineffectiveness

Strong Effectiveness

Action 4.1: Enrollment at Bridgepoint High School remains fluid, with many successful students transitioning back to the comprehensive high school and new students entering the program throughout the year. Based on the collaborative efforts of the School Community Liaison and the Bridgepoint team percentages in all key categories have shown improvement, moving closer to the year 3 targeted outcomes.

The School Community Liaison has been extremely successful in lowering the Truancy Rate from 92.68% to 90.57% which is a reduction of 2.28%.
As the School Community Liaison communicates daily with the parents and/or guardians of absent students, the rate of Excessive Excused Absences has increased from 60.98% to 66.04% which is an increase of 8.30%. This can be viewed as ineffective or effective, however, all students are given the opportunity for mental health services, and these absences mostly attribute to mental health services.

The Chronic Absence Rate has also decreased from 82.93% to 81.13% which is a decrease of 2.16%.
The suspension rate has decreased from 12.7% to 7.57%, a decrease of 5.13% overall.
The projected graduation rate has also increased from 52.5% to 56% which is a 3.5% increase overall.

Emerging Effectiveness:
All actions were effective.

Ineffectiveness:
No actions were ineffective.

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

Based on our analysis shared are the planned adjustments for the 2024 - 2027 LCAP cycle.

The School Community Liaison's schedule will begin on the first day of school.
After each new student's intake meeting, a follow-up meeting with the parent, student, and Bridgepoint team will be scheduled approximately 3 to 6 weeks later. This follow-up will serve to reinforce expectations, revisit individual goals, and assess early progress, ensuring each student is on a clear and supported path forward.
Home visits will be regularly scheduled throughout the school year taking into account student enrollment timelines, attendance patterns, and overall participation in the Bridgepoint program.
Continue to monitor all metrics to meet the three year targeted outcome.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Home /School Liaison to monitor attendance and achievement for Bridgepoint High School	Liaison to monitor attendance and achievement data will create individualized student plans for academic engagement to support the red indicators identified by the CA School Dashboard, 2023.(https://www.caschooldashboard.org/reports/01612340135426/2023). These red indicators include Hispanic suspension rate (10.3% suspended at least one day), socioeconomically disadvantaged suspension rate (16.5% suspended at least one day), and students with disabilities suspension rate (10.5% suspended at least one day). The red indicator data also includes students to graduate is at 52.5% out of 40 students. For students who are prepared for college or a career, the data shows 97.5% of the graduating class of 2023 as not prepared. This Liaison will be the link to individual students and the services needed to see growth in all areas.	$101,621.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,293,868	$N/A

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
9.943%	0.000%	$0.00	9.943%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Counselors **Need:** 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9%	Three High School Counselors will provide services to students at an approximate 475:1 ratio. This lower number of student to counselor ratio will allow counselors to focus services on meeting A-G requirements, grades, Puente, CTE and College/ Career Pathways as well as assist the students in the long-range academic planning. The duties and responsibilities are for Academic/ Career Planning to ensure that the student is placed in appropriate courses in relation to his or	Met A-G Requirements; Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9% 2023 CA Dashboard Graduation Rate All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3% SED: 80.2% SwD: 69.6% Based on the Graduation rate and A-G requirements, students who are EL, SED and/or unhoused are in need of increased access to school counselors in order to better navigate the requirements for graduation and access to College and Career Services. The counselors are instrumental in achieving these outcomes. **Scope:** Schoolwide	her apparent ability, achievement, and transition into the senior high school and post graduate plans: Assist the students in the selection of appropriate elective courses; Monitor the students' progress toward graduation and keep the students' parents informed of this progress; Monitors the students' progress on proficiency examinations and provide the necessary counseling and guidance, including parent contact, to ensure that the student completes his or her proficiency examinations prior to graduation: Use whatever resources available to ensure that the student is fully aware of post-secondary educational options available and the necessity for early planning to ensure success in post-secondary schools; Use whatever resources available to ensure they the student has appropriate assistance in completing applications for post-secondary instruction, scholarships and loans; Use whatever resources are available to ensure that he student receives necessary information to make informed career decisions; Assist in the administration of such test as district proficiency exams, California Assessment Program tests, Comprehensive Test of Basic Skills and college entrance tests. Services to students may include: Monitor the students' attendance in class, provide attendance counseling when necessary, and work with administrators to solve student attendance problems: Help students develop social skills in interpersonal relations; Assist students to develop constructive self-awareness and a positive self-esteem; Instruct groups based on the goals of the guidance program. Instruction focuses on: Study skills and personal organization; Values	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		clarification; Decision making and goal setting; Commination skills. Other services also includes: Provide consultation regarding student problems; Provide guidance services to student upon receiving referral from staff members and offer feedback to the staff member; Provide academic assessment and screening for students, including screening for special programs; Work with teachers to solve discipline and attendance problems in classrooms; Assist the administrators with the registrations and scheduling process; Meet regularly with all counselors, grades seven through twelve, to ensure articulation of program; Undertake other duties as assigned by the principal or immediate supervisor Services to Parents and Community are to: Conduct conferences upon request; Check students' academic or behavioral performance upon parent request; Inform parents of their children's attendance and academic progress; Provide parents with information on professional programs designed to help students whose problems are beyond the scope of the school guidance counselor; Make informed referrals to community service agencies outside the school district; Maintain close professional relationship with personnel from community agencies With the lower ratio and more focused needs services, the goal is for graduation rates to steadily incline from the recent decrease of pandemic influenced unfinished learning, especially for Unhoused students, African American Students, and White students, who have shown a decline between 2019 and 2023.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Advance Placement percentages of students who passed an AP exam with a score of 3 or higher, students meeting A-G requirements for UC/CSU, and students completing a Career Technical Education pathway have shown an increase between 2019 and 2023, and we wish to continue this trend of upward mobility through the more intensive and focused services.	
1.2	**Action:** Intensive English Language Development Professional Learning **Need:** CAASPP EL: 0% LTEL: Not enough students CAASPP Math EL: 6.67% LTEL: Not enough students ELPI 27.9% are making progress 25% decreased one ELPI level 47.1% maintained ELPI level 27.9% progressed at least one ELPI level **Scope:** Schoolwide	NUSD knows that multilingual students and their families are one of its greatest assets. Multilingualism is the future, and we are dedicated to high quality programs and services that will support all students to achieve our shared vision of achievement and opportunity. This achievement means attaining a high level of proficiency in both English and another language and applying these skills in meaningful ways. We are committed to supporting multilingual learners at all levels and at any stage in their development. We are guided by the principles that are outlined in the California English Learner Roadmap.	i-Ready diagnostic assessments (K-5) CAASPP performance, (grades 3-5), Classroom walkthrough data on strategy implementation, English Learner progress via ELPAC Teacher survey feedback on professional learning effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** DISCONTINUED Dual Language Immersion (DLI) **Need:** 2023 Summative ELPAC Results - (Data Source: CAASPP Dashboard) Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246) 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38%	NUSD knows that multilingual students and their families are one of its greatest assets. Multilingualism is the future, and we are dedicated to high quality programs and services that will support all students to achieve our shared vision of achievement and opportunity. This achievement means attaining a high level of proficiency in both English and another language and applying these skills in meaningful ways. We are committed to supporting multilingual learners at all levels and at any stage in their development. We are guided by the principles that are outlined in the California English Learner Roadmap. The Dual Language Immersion Program at August Schilling Elementary School will add an additional grade level for the 2024-25 academic school year. Schilling Elementary serves a high concentration of students that are English Learners, foster youth, and are from low-income households. Continued use of focused curriculum, trained BCLAD teachers, using SEAL strategies and planning, as well as using formative and summative assessments, will fill in gaps for an increase in both ELCPAC and SBAC scores and service all students.	SBAC Math and ELA; Summative ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 58.56% **Scope:**		
1.4	**Action:** College and Career Support (ROP) **Need:** 2023 CA Dashboard Graduation Rate All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3%% SED: 80.2% SwD: 69.6% 2023 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 22.4% (95) EL: 12.8%; Unhoused: 5.9%; SED: 19.1%; SwD: 16.1%;	Mission Valley Regional Occupational Program is a provider of career training for high tech, high pay and high demand fields! In existence for more than thirty-five years, MVROP has been instrumental in preparing students for successful business, medical, and technical careers. Operating under a partnership with Fremont, New Haven, and Newark Unified School Districts, over 5,000 students (adult and high school) participate each year in MVROP's exemplary educational programs. Mission Valley's dedicated staff, superior learning environment, and high tech equipment all contribute to the high success rate of our students. Keeping current with today's standards is critical, and we continually seek input from business and industry representatives who serve on active advisory committees for each of our programs.+ There has been a steady rise of students completing a CTE pathway post pandemic except in the area of Unhoused students and White students. Servicing all students with a variety of	Graduation Rate; CTE Pathway Completion; Met A-G Requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%; White: 14.3% 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9% Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9% **Scope:** Schoolwide	pathways peaks interest and allows students more choice in their college and career fields.	
1.6	**Action:** College and Career Support **Need:** 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9%	The College and Career Specialist position at Newark Memorial High School was increased from a 0.5 FTE to a 0.8 FTE for the 2024-25 school year based upon the increase of percentages of students meeting UC/CSU Requirements in all subgroups (except the slight decrease of Hispanic students from 31% to 30.7% and Socially Economically Disadvantaged students from 38.5% to 33.9%), the increase of the CTE Pathways in all subgroups (except White students from 32.8% to 14.8%) and the need for the graduation rate for	Met UC/CSU Requirements; Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9% 2023 CA Dashboard Graduation Rate All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3%% SED: 80.2% SwD: 69.6% **Scope:** Schoolwide	NUSD to increase and recover after the impact of the pandemic influence of unfinished learning. The College and Career Specialist works with the high school counselors and outside organizations to support, promote, and define the pathways for individual and groups of students to help them make informed decisions beyond high school, explore occupational choices, research funding sources for college and universities, define college admissions pathways, and connect with part-time, internship and other employment opportunities. In addition, the Puente agreement will also be honored in which it is stated that the District shall provide $5,000 directly to each partner site. Funds may be used for functions associated with implementing the Puente program each year. This will be an additional $10,000 on the proposed College and Career Specialist position.	
1.7	**Action:** District Professional Development for Classified and Certificated Staff **Need:** 2023 CA Dashboard Implementation of Academic Standards Professional Development ELA- Full Implementation Math- Full Implementation NGSS- Full Implementation and Sustainability	Newark Unified School District successfully provides almost all of the teacher, managerial, and classified staff professional learning using internal expertise and/or group training with alternate funding. However, there are still areas of need for our staff to attend external training when there is not access to that expertise within the district. Both certificated and classified individual staff need additional targeted, focused training for the students, staff and community of NUSD to receive the most up to date resources and services. These training areas support a wide variety of our student	Local Indicators: Implementation of Academic Standards, SBAC Math and ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 - SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.09%	needs including our SBAC scores, implementation of standards, academic achievement, and safety.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 1.49% Unhoused: 22.85% SED: 16.23% SwD: 6.35% AA: 19.2% Asian: 54.12% Filipino: 39.6% Hispanic: 15.21% PI: 0% White: 39.65% 2+ races: **Scope:** LEA-wide		
1.8	**Action:** Instructional Program Subscriptions **Need:** i-Ready Math 2023-2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41% i-Ready Reading 2023-2024 Winter	To support the students, staff, families and community of Newark Unified School District, a variety of instructional program subscriptions are needed to provide information, curriculum, instruction, social emotional learning, and support. APEX is the online credit recovery platform used to expand opportunities to earn credit during the school day, outside the school day, and during summer school. This resource increases the possibility of credit deficient students achieving graduation. Axiom provides services to create and write the annual SARCS, submits the SARCs to the State and translates into Spanish. Google Education Plus is the backbone platform of communication for NUSD, and provides a unified, integrated consistent set of features and tools	i-Ready Math; i-Ready Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43% **Scope:** LEA-wide	across different service needs online, to allow students, staff and families continued access 24 hours daily, which furthers the opportunity for academic success, safety, and intervention. Character Strong is the NUSD social emotional learning platform used by students K-8 within the instructional day and along with PBIS and MTSS strategies for all students. i-Ready, through Curriculum Associates, provides individually targeted intervention for all NUSD students K-8 and measures student progress. The i-Ready platform can be accessed online at any time allowing it to be available for student use while managing their individual timelines on and off campus. Using I-Ready with teacher guided support and instruction has seen positive growth with our K-8 students, particularly in third and sixth grades. A2A (Attention to Attendance) is a service of School Innovations & Achievement to ensure attendance record keeping is in real time, to allow educators to monitor and provide services for students and families for their optimal educational experience. All of these programs work together to provide NUSD students the opportunities for life long learning, however, they are also tools for our educators to target and focus support of our individual students to close the gaps in student achievement and engagement that has increased as a result of the pandemic.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Additional Contract/Services for Language Support **Need:** 2023 Summative ELPAC Results - (Data Source: CAASPP Dashboard) Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246) 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38%	This action will specifically address the needs of Long Term English Learners (13.3%). Overall results in ELPAC scores reflect a decrease between 2019 to 2022 in the percent of students at Level 4 (-.6%) and level 3 (- 8.5%) on the ELPAC, the annual language assessment, and a decrease in the percentage of student at Level 2 (- 4%) or Level 1 (no change). Additionally, the 2023 California Dashboard results for ELA show a decline in Distance from Standard (DFS) by 22.5 points (114.1 points below standard), while the results for Math show a decline for English Learners of 15.4 points to 132.6 points below standard. The Summative Alternate ELPAC for students who qualify based on their IEP show that 50 did not make progress on the Summative Alternate ELPAC and 50% who did make progress. Reclassification rates have remained stead between 2020 and 2023 with 21% of English Learners represented as reclassified within the EL population. To ensure that all students are assessed in the least restrictive environment, as well as provide the most equitable, less distracted, and lowest anxiety inducing environment, more funds have been allocated for certified ELPAC testers. The service providers are trained, thoughtful, organized, patient, and offer the optimum environment for assessments for our students. This funding ensures that students are doing their best, safe, and are taking their time to be thoughtful problem solvers and critical thinkers. We will be looking at the data for the next three years, expecting an increase in the ELPAC and	ELPAC; SBAC ELA; SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: **Scope:** LEA-wide	reclassification data, as well as an increase in SBAC data for our English Learners. Funds will also be used if needed to guide instruction and progress, supplemental instructional materials, etc. to specifically address the needs of Long Term English Learners.	
1.10	**Action:** EL Liaisons **Need:** 2023 Summative ELPAC Results - (Data Source: CAASPP Dashboard) Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246) 2023 Reclassification (Data Source: Data Quest) Total % of Reclassified EL 21% **Scope:** LEA-wide	This action will specifically address the needs of Long Term English Learners (13.3%). Overall results in ELPAC scores reflect a decrease between 2019 to 2022 in the percent of students at Level 4 (-.6%) and level 3 (- 8.5%) on the ELPAC, the annual language assessment, and a decrease in the percentage of student at Level 2 (- 4%) or Level 1 (no change). Additionally, the 2023 California Dashboard results for ELA show a decline in Distance from Standard (DFS) by 22.5 points (114.1 points below standard), while the results for Math show a decline for English Learners of 15.4 points to 132.6 points below standard. The Summative Alternate ELPAC for students who qualify based on their IEP show that 50 did not make progress on the Summative Alternate ELPAC and 50% who did make progress. Reclassification rates have remained stead between 2020 and 2023 with 21% of English Learners represented as reclassified within the EL population.	ELPAC; Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The data above shows an expressed need for English Learner Liaisons for each school to connect with our students, teachers, school administration, and families to ensure that every student has an equitable, comprehensive, and enriched education for a statistical increase in reclassification of our students. In the past the increase of EL Liaison services has not been pulled from the same funding source, forcing some school sites to use internal SPSA money to fund services. Utilizing the same funding source can increase equity among school sites based upon their needs to service English Learners.	
1.11	**Action:** Additional Support for Site Level Activities **Need:** 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50%	This action provides for the unique needs of each school site based on their unduplicated pupil population and is intended to provide support for English Learners, low income and Foster/Unhoused students primarily, but also the needs of the individual school site and their students. These actions are documented in the School Plan for Student Achievement and can be tailored based on academic, social emotional, and the comprehensive needs of the school site.	i-Ready ELA; i-Ready Math; SBAC ELA; SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 58.56% i-Ready Math 2023-2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41% i-Ready Reading 2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43% **Scope:** LEA-wide		
1.12	**Action:** Academic Achievement of Students with Disabilities **Need:** Students with Disabilities Met or Exceeded State Standards: 2023 SBAC Math SwD: 27.0%; 2023 CAA Math 8.86% 2023 SBAC ELA SwD: 16.01% 2023 CAA ELA 15.76% 2023 California Dashboard Met UC/CSU Requirements SwD: 14.3% 2023 California Dashboard CTE Pathways Completion: SwD: 16.1%; 2023 California Dashboard Graduation Rate: SwD: 69.6% **Scope:** LEA-wide	NUSD is dedicated to living its values of Academic Excellence and Equity for All Students and Student Centered Learning by providing its students with IEP specialized instruction, resources, services, and goals to meet their unique academic and social goals. We also recognize that students in the special education program and their families have been most significantly impacted by the effects of the pandemic during distance learning, exaggerating gaps in student achievement and engagement. We have been engaged at the county, regional, and state level to review our progress toward serving our students with IEPs and to address performance indicators related to this subgroup. Percentage of Students with IEPs and Identified as ELL is 36%. This is significantly above our district average for enrolled students that are English Learners, which is 20.5%.	SBAC ELA and Math; Met UC/CSU Requirements; CTE Pathways Completion; Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	**Action:** REVISED TITLE AND DESCRIPTION - Equitable Access to Technology **Need:** 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 58.56%	NUSD audit of technology has produced the data necessary to conclude that student devices are reaching "end of life". Working with the new 2024-2025 technology plan, the funding of this goal is to provide a starting point to activate and support our students with a technology refresh. The funds for this goal will be distributed with an equitable lens to ensure that the students with the most need (English Learners, Foster Youth, Low Income) will receive the technology needed to increase literacy and academic skills.	i-Ready ELA; i-Ready Math; SBAC ELA; SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	i-Ready Math 2023-2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41% i-Ready Reading 2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43% **Scope:** LEA-wide		
1.14	**Action:** NEW ACTION High School Credit Recovery Summer School Program	The district's High School Credit Recovery Summer School Program is designed to provide students who have fallen behind in coursework with the opportunity to recover credits necessary	Meet A-G Requirements, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2024 CDE DataQuest Percent Met UC/CSU Requirements: All: 31.1% AA: 20% Asian: 46.9% Filipino: 51.1% Hispanic: 20.9% White: 45.1% 2+ races: 35.7% EL: 8.8% Unhoused: 18.8% SwD: 7.8% SED: 26.9% 2024 CA Dashboard All: 85.2% AA: 86.7% Asian: 87.5% Filipino: 93.3% Hispanic: 82.1% White: 90.2% EL: 68.1% SED: 82.3% SwD: 70.3% **Scope:**	for graduation. This program aims to support student success by offering targeted instruction during the summer months. Through dedicated instructional staff, and collaborative support services, the program addresses individual student needs, promotes engagement, and enhances academic achievement. The initiative aligns with the district's goals to improve student outcomes, reduce dropout rates, and ensure that all students are on track to graduate meeting A-G requirements.	
1.15	**Action:** NEW ACTION High School Diagnostic Assessment **Need:** 2023 - 2024 CAASPP 11th Grade All Students	Administering comprehensive diagnostic and formative assessments three times a year directly addresses the needs of unduplicated pupils by systematically identifying their specific academic learning gaps and needs. This targeted approach ensures that educators have timely and accurate	11th Grade CAASPP: ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA: 56.94% Math: 25.14% **Scope:** Schoolwide	data to inform instruction, support interventions, and allocate resources effectively.	
1.16	**Action:** NEW ACTION - Highly Qualified Staff **Need:** According to the California Dashboard for Schilling Elementary all indicators are red, the lowest performing level, and for the 2023 - 2024 CAASPP results 0% of English Learners are proficient. **Scope:** Schoolwide	This Action ensures that all students at Schilling, specifically the English Learners and Long Term English Learners have access to highly qualified teachers. This action is provided on a school wide basis to attract and retain highly qualified teachers. Given current teacher shortages, the district is providing intensive resources to teachers at the school in order to support the sustainability, continuity and development of a highly qualified workforce at the school. The Unduplicated Pupil Count (UPP) for Schilling Elementary is 62.5%. This Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard.	CAASPP ELA and Math ELPI, i-Ready
2.1	**Action:** Parent Involvement and Support Translating/Interpreting Services **Need:** Local Measurement: 2026 Effective and active committees with representation from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also	This action will specifically address the needs of Long Term English Learners (13.3%). Communication is one of the key factors to increase academic achievement, increase attendance rates, lower suspension rates and provide data for all decision making programs for both the school and district. NUSD has collaborated with Parent Square as the District's communication platform for all students, staff, and families. Parent Square is a safe and secure platform for all school-to-home	% of schools with effective and active committees with representation from unduplicated students; CSPS; CA Dashboard Local Indicator for Parent and Family Engagement;Parent Participation in programs for SWD

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5 **Scope:** LEA-wide	communication that provides multi-language, two-way group messaging, private conversations, district-side alerts and notices to keep all educational partners connected. In addition, each school site will receive $1100 ($1100 x 9 sites) to ensure that all interpretations (written, oral, and/or American Sign Language) that are not already funded through other platforms, services, or other funds, be available for any interpretation services for families, the community, and students. These services directly link our English Learners, attendance, suspension, and all communication between students, staff, families and the district to improve academic achievement, student and family engagement, safety, and support.	
2.2	**Action:** MODIFIED Data Management System **Need:** 2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Unhoused: 9.5% SED: 7.6% SwD: 7.8%	Having the most recent data, which is verified and accurate, is essential for NUSD to focus, plan, and implement data driven decisions for the academic, social emotional, and safety of our students as well as to increase student opportunities and skills. Document Tracking Services has been contracted by NUSD to streamline template-based documents, forms, translations and to collect and store documents. This service allows legal documentation to be formatted correctly and	Suspension Rate; Expulsion Rate; Dropout Rate; Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	AA: 11.3% Asian:2.2% Filipino: 2.1% Hispanic: 6.4% PI: 11.4% White: 4.4% 2+ races: 3.6% 2023 Expulsion Rate (Data Source: CA DataQuest) All: 0.0% 2023 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37) AA: 20% (3) Asian: 5.5% (3) Filipino: 8.7% (4) Hispanic: 10.6% (25) White: 2.9% (1) EL: 15.4% (14) SED: 5% (29) Unhoused 2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6% AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6%	allows all data to be interpreted for our community use and transparency. Not only does it unify district and site documents, it also provides translation of our school report cards. This service allows for students, staff, families and the community to have information to plan and base decisions pertinent to the academic pursuits of all students, Illuminate Education is also an online platform based service to provide a place to house comprehensive assessment and MTSS collaboration and management tools for data-driven educators. This platform provides streamlined data to accurately assess learning, identify needs, align whole child support, and drive both school and district improvement in order to equitably accelerate growth for every learner. The Technology Tech serves our students in disaggregating data, and as a vital link between legal documents at the state, federal level, and NUSD, and also provides the verified data to fuel both Illuminate Education and Document Tracking Services. The services provided greatly impact all data found on the LCAP document and directs the planning of all services moving forward, especially those that pertain to suspension rates, expulsion rates, dropout rates, and graduation rates of our NUSD students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2+ Races: 84.2% **Scope:** LEA-wide		
2.3	**Action:** Parent Workshops **Need:** Local Measurement: 2026 Effective and active committees with representation from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also 2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on	Community and family support greatly increases the likelihood that students in our NUSD schools will achieve academic success, and thrive while achieving their own individual goals, and are more likely to graduate with a college/ career pathway and plan when schools, families, and communities work together in a coordinated manner. NUSD works with outside organizations to provide parents with PIQE (Parent Institute for Quality Education) and CABE's (California Association for Bilingual Education) Project 2 Inspire workshops for our surrounding community, both inside and outside of the district boundaries. In addition, NUSD will offer parent workshops for only NUSD families, to participate at least six times per year. The goals of these sessions are: (1) To collaborate as a team between home and school, in order to create awareness of our student needs. (2) Be open to different viewpoints, build on each other's ideas. (3) Collect data and input, and to share and encourage each other to support our students academic, emotional, physical, and social development and growth. These workshops will directly influence behavior, reduce suspensions, increase attendance, and support social issues our students need to navigate in their own individual lives, safety both	% of schools with effective and active committees with representation from unduplicated students; CSPS; CA Dashboard Local Indicator for Parent and Family Engagement; Local Data on participation in programs for SWD:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	partnering with families of Students with Disabilities: 5 **Scope:** LEA-wide	on and off campus, and an increase in academic achievement and pursuits.	
2.4	**Action:** Additional Site Level Activities (SPSA) **Need:** The 2022-2023 CHKS Survey % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 282 (79%); 245 (59%); 196 (48%); 23 (35%) * School connectedness: 42%; 47%; 41%; 61% * Academic motivation: 60%; 60%; 56%; 69% * Caring adults relationships: 50%; 53%; 50%; 51% * High expectations: 69%; 68%; 60%; 72% * Meaningful participation: 17%; 19%; 21%; 23% * Facilities upkeep: 21%; 14%; 16%; 58%	This action provides not only funding for the unique needs of each school site based on their unduplicated pupil population and is intended to provide support for English Learners, low income and Foster/Unhoused students primarily, but also the needs of the individual school site and their students. These actions are documented in the School Plan for Student Achievement and can be tailored based on academic, social emotional, and the comprehensive needs of the school site.	CHKS; CSSS; Graduation Rate; Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-23 California Healthy Kids Survey: Staff Responses Total Responses: 287 (ES: 156, MS:47, HS: 84) % of respondents marking "Strongly agree": * Caring adult relationships: 38% * High Expectations-adults in school: 41% * Student meaningful participation: 24% * Promotion of parent involvement: 26% * Student learning environment: 29% * Facilities upkeep: 12% * Support for social emotional learning: 26% * Provides adequate counseling support services: 19% * Anti-bulling climate: 30% 2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6% AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2% 2023 CA Dashboard - Chronic Absenteeism Chronic Absenteeism All: 15.8% EL: 17.9% Foster: * Unhoused: 27.3% SED: 22.5%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SwD: 20.9% AA: 35.8% Asian: 8.3% Filipino: 6.2% Hispanic: 19.6% PI: 32.8% White: 8.2% 2+ races: 17.1% **Scope:** LEA-wide		
2.5	**Action:** Mental health and other support for families **Need:** 2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Unhoused: 9.5% SED: 7.6% SwD: 7.8% AA: 11.3% Asian:2.2% Filipino: 2.1% Hispanic: 6.4% PI: 11.4% White: 4.4% 2+ races: 3.6% California Healthy Kids Survey The 2022-2023 CHKS Survey Data:	The disproportionately high rate of suspensions for African American, English Learners, Pacific Islander, Socioeconomically Disadvantaged and Unhoused students in Newark resulting in the red Indicator on the California Dashboard for each of these groups points to an urgent need for a nurturing, safe, equitable, and respectful school campus where all students are valued and respected. All Students, but especially the student groups indicated above, need outlets to have voice and opinions, as well as feel connected, supported, part of the school community, as well as a safe place to thrive, despite their individual challenges. Students and families continue to recover from the pandemic, and services for mental health allows the school to become a safe haven to foster positive relationships and experiences. Providing mental health services directly contributes to increased academic achievement, student attendance, decreased suspension rates,	CHKS; CSSS; Graduation Rate; Chronic Absenteeism; Suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	% reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 282 (79%); 245 (59%); 196 (48%); 23 (35%) * School connectedness: 42%; 47%; 41%; 61% * Academic motivation: 60%; 60%; 56%; 69% * Caring adults relationships: 50%; 53%; 50%; 51% * High expectations: 69%; 68%; 60%; 72% * Meaningful participation: 17%; 19%; 21%; 23% * Facilities upkeep: 21%; 14%; 16%; 58% California School Staff Survey 2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6% AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6%	along with greater implementation of PBIS, MTSS, restorative justice, and positive, professional relationships at school between students and adults, student to student, and individual students to themselves. Not only are individual student services provided, but professional development is also conducted for both certificated and classified personnel to increase the mental health literacy of staff to continue to support and serve students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2+ Races: 84.2% 2023 CA Dashboard - Chronic Absenteeism Chronic Absenteeism All: 15.8% EL: 17.9% Foster: * Unhoused: 27.3% SED: 22.5% SwD: 20.9% AA: 35.8% Asian: 8.3% Filipino: 6.2% Hispanic: 19.6% PI: 32.8% White: 8.2% 2+ races: 17.1% **Scope:** LEA-wide		
2.6	**Action:** Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services **Need:** Local Measurement: 2026 Effective and active committees with representation from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also	We have consistently met targets for parent involvement and have improvement in some key metrics, including the results of our Parent results from the California Healthy Kids Survey (CHKS). The over all results that show an increase in the number of respondents shows that there is a significant increase in overall satisfaction with the level of service and opportunity for involvement available to parents. We are happy to report that we are meeting and exceeding the desired outcome for this area. Furthermore, when we disaggregated this data to analyze the level of engagement for parents with disabilities, we found positive trends as well. However, we see an	Effective and active committees with representation from unduplicated students; CSPS; Local Indicator Parent and Family Engagement; 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5 **Scope:** LEA-wide	opportunity to improve in one metric, the degree to which parents feel that the school "actively seeks the input of parents before making important decisions", which showed only 69% of parents marking that they agreed or strongly agreed with this statement. We believe that translation services, parent workshops, and the work of Parent Partners, which is led by the Manager of Parent Engagement and Health Services have been effective in making progress on these goals. To increase our students opportunities in the college/career pathway, and increasing education and services to our families, directly correlates with student motivation, attendance, behavior, social emotional growth and goals. The Coordinator for College, Career, and Community Services will continue the work in addressing systemic barriers to student readiness for their college and career goals. The continued work of professional learning and collaboration for all secondary (6-12) counselors to align and develop equity-centered practices, develop plans for remediation and intervention, and prepare for community information events is planned throughout the year. This work has included collaboration with a K-12 CTE pathway coordinator, removing barriers to enrollment such as prerequisites for non-sequential courses, and presenting information to the middle school regarding high school academies and course choices. We have also adjusted our approach to summer school credit recovery enrollment, which included streamlining the summer enrollment	with families of Students with Disabilities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		process to ensure students and families have the paperwork and plans in place to attend. The 0.5 FTE for Community Liaison works directly with students and families to increase attendance, lower suspension rates, support of both students and families by providing referrals for services needed, and works to eliminate roadblocks between students, their academic achievement, and communication with families.	
3.1	**Action:** DISCONTINUED Program Administrator of Science **Need:** CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code. 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9% Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9%	The Program Administer of Science oversees Science Literacy, Environmental Science, Teaching and Learning of STEAM, provides professional learning for opportunities of growth within the teaching of Science, the Science curriculum, Science Literacy, computer science and/or computational thinking for all students from K-12, as well as provides the student's engagement with Environmental Literacy. Community partnerships are planned by the Program Administer of Science with family engagement nights and field trips with a focus on environmental education and aligned to grade level NGSS standards. In addition there is an integration of Environmental Literacy in Teaching and Learning and Outdoor Learning for all school sites. Students are introduced to STEAM learning and instructional activities at the elementary level with focused engagement of coding, targeted instruction of coding and robotics at the middle school level, and the opportunity of students to move onto more specialized pathways at the high	CA Dashboard Local Indicator-Broad Course of Study; CDE DataQuest Percent met US/CSU Requirements; CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 46.2% AA: 26.6% Asian: 69.4% Filipino: 57.7% Hispanic: 27.1% PI: 33.3% White: 46.2% API: 46% 2+: 66.7%% ELs: 10% SED: 38.8% SwD: 0% Unhoused: 66.7% **Scope:**	school level with the STAR initiative and Career Technical Education and certificates. This targeted professional development and instructional opportunities give our NUSD students supplements to the curriculum, increases literacy and academic skills, provides hands on learning, and gives our students motivation and interest. The Program Administer of Science continues to provide for our District's STEAM initiative by removing roadblocks between STEAM, scientific literacy, environmental literacy and ensures professional development of staff directly influences student achievement, understanding, interest, and engagement. Scientific literacy allows students to make decisions based on facts, research and knowledge, not opinion or hearsay. This concept, applied to STEAM, furthers our equity based focus for students.	
3.2	**Action:** Library Hours of Operation and Educational Supplies/Support **Need:** 2023 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of Education Most recent data available CTC Audit Report 2022-23 Teacher Vacancies: 95* Misassignments: 35*	Additional hours for library clerks allow for all students at each site to have more days to engage with the student library, a safe place for students to meet at lunchtime (for some sites), and afterschool intervention if needed. Library clerks provide resources, and offer support to all students in NUSD to foster a community of engaged, motivated, life long learners. Library clerks are also responsible for managing the library and curriculum resources to the teachers, students, and families. The online platform to store thorough, real-time data of a library's inventory, school curriculum inventory, and media assets is provided through a platform	CA Dashboard Local Indicator Basic Services: Williams Act /Compliance and Reporting; CHKS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	CTC Audit Report and Review 2021-22 Actuals by Position Teacher Vacancies: 88 Misassignments: 24* *CTC Audit Report and Review The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 161 (49%) * School connectedness: 65% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 78% * Meaningful participation: 39% * Social-emotional learning supports: 69% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 326 (86%); 108 (30%); 188 (44%); 30 (29%) * School connectedness: 44%; 40%; 42%; 45% * Academic motivation: 59%; 55%; 52%; 59% * Caring adults relationships: 47%; 42%; 56%; 49% * High expectations: 61%; 52%; 63%; 72% * Meaningful participation: 18%; 14%; 24%; 15% * Facilities upkeep: 16%; 15%; 13%; 56% **Scope:**	called Destiny Library Manager (an extension of Follett School Solutions). This service allows for mindful financial management of NUSD funds in regards to the library and curriculum resources. All sites also purchases award winning literature in order for increased opportunities of student motivation, academic growth, intervention, and achievement while providing a safe and inclusive environment on site campuses.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Biliteracy Pathway Recognition & Reclassification Celebration **Need:** The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 282 (79%); 245 (59%); 196 (48%); 23 (35%) * School connectedness: 42%; 47%; 41%; 61% * Academic motivation: 60%; 60%; 56%; 69% * Caring adults relationships: 50%; 53%; 50%; 51% * High expectations: 69%; 68%; 60%; 72% * Meaningful participation: 17%; 19%; 21%; 23% * Facilities upkeep: 21%; 14%; 16%; 58% Access to a Broad Course of Study 100% of students have access to a Broad Course of Study	NUSD knows that multilingual students and their families are one of our greatest assets. Multilingualism is the future, and we are dedicated to high quality programs and services that will support all students to achieve our shared vision of achievement and opportunity. This achievement means attaining a high level of proficiency in both English and another language and applying these skills in meaningful ways. We are committed to supporting multilingual learners at all levels and at any stage in their development. We are guided by the principles that are outlined in the California English Learner Roadmap. The celebration of students, with their families, who achieve either reclassification or the Seal of Biliteracy (or both), is supported and encouraged in NUSD. To achieve either of these milestones, students must progress through criteria set both by the State of California and NUSD.	California Healthy Kids Survey; Access to a Broad Course of Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** MODIFIED Science Education **Need:** The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% **Scope:** LEA-wide	The Environmental Literacy Plan of NUSD, aka Newark Goes Outdoors (NewGO!) prioritizes outdoor education for all students. We believe creating a lasting connection between students and their environment is crucial to the learning process. Environmental learning opportunities increase content knowledge, skills, and consciousness, especially as students examine how human actions contribute to climate change and sustainability. Students learn quickly and demonstrate better attention and longer retention of skills when learning takes place in outdoor environments, and students have opportunities to apply learning to real-world contexts. Furthermore, exposure to nature through these programs enhances learners' cognitive functioning, self-discipline, and character development. Numerous physical and mental health benefits accrue from spending time outdoors, such as reduced stress and loneliness, and increased physical activity and resilience. Each year, the Program Administrator for Science & teachers coordinate with community organizations including but not limited to East Bay Regional Park. Tule Ponds, Don Edwards SF Bay National Wildlife Refuge, Monterey Bay Aquarium, to organize experiences for all students in NUSD. Destinations for each grade level are identified based on the NGSS and/or FOSS module for that grade level as outlined in the NewGO! scope &	California Healthy Kids Survey, Access to a Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		sequence, the NUSD Greenprint for Environmental Literacy K-12. Funding provided will pay for the transportation for all K - 6 and 9th grade outdoor learning experiences identified in the NUSD Greenprint including 5th grade Science camp. It will also pay for the stipends of teacher chaperones who stay overnight per the CBA with NTA and admission fees if necessary. This is one step closer to providing equity based opportunities for our students with academic achievement and engagement. Funding will also be allocated to provide scholarships for fifth-grade students who are unable to afford the full cost of attending Science Camp.	
3.5	**Action:** STEAM Initiative **Need:** CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code. 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9% Hispanic: 30.7%	As a key component of our district's vision, NUSD aims to be a model of world-class education to prepare our students for the 21st century with the skills to succeed in college and career. NUSD has developed a framework that supports all content areas by focusing on coherent curriculum in STEAM (science, technology, engineering, arts, math) disciplines. STEAM education supports the development of skills between business and education. Students become engaged when they see the relevance of what they are studying and how it can support their future aspirations. In NUSD, we actively seek partnerships with local business professionals in STEAM-related fields. These role models and industry professionals then co-teach with us to provide meaningful and engaging experiences for students. Through	CA Dashboard Local Indicator-Broad Course of Study; CDE DataQuest Percent met US/CSU Requirements; CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher; Combined CTE Pathway Completion and A-G Requirements Met

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9% 2023 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 46.2% AA: 26.6% Asian: 69.4% Filipino: 57.7% Hispanic: 27.1% PI: 33.3% White: 46.2% API: 46% 2+: 66.7%% ELs: 10% SED: 38.8% SwD: 0% Unhoused: 66.7% 2023 CA Dashboard CCI CTE Pathway completion All: 17.7% AA: 0% Asian: 19.4% Filipino: 42.3% Hispanic: 11.9% PI: 16.7% White: 0% 2+: 11.1% ELs: 10% SED: 16.3%	STEAM education, students explore the world around them, create innovative solutions to problems and engage in collaborative conversations. Students also take part in design challenges in their classrooms and can take afterschool STEAM-related classes. Technology and digital literacy are a big part of STEAM programs. Students are growing up immersed in technology and can seek information in many ways. Our students use technology as a tool as they learn any of their school subjects. They can learn skills, too, such as coding, animation, video production, applications and more. To sustain the activities and strategies of the STEAM Initiative, and Science Technology Aerospace Robotics (STAR) Vision, professional learning opportunities to develop the integration of computational thinking skills as early TK is critical. It lays the foundation for the introduction of STEAM learning at all three levels: introduction of unplugged and plugged computational thinking lessons at the elementary schools; robotics and the integration of visual arts and coding at the middle school; and a three-course pathway at NMHS: Computer Technology & Applications, AP Computer Science Principles, and AP Computer Science Applications. Funding will provide resources, and services to supplement the activities and curricula to increase computer literacy, academic skills, inquiry-based, and hands-on learning while preparing NUSD students for their highly digital world.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SwD: 0% Unhoused: 33.3% 2023 CTE Pathway Completion and A-G Requirements Met All: 43.2 % AA: 21.4% Asian: 10.9% Filipino: 28.3% Hispanic: 8.8% White: 8.6% 2+ races: 15.8% EL: 5.3% Unhoused: 0% SwD: 3.6% SED: 3.6% **Scope:** LEA-wide		
3.6	**Action:** Additional Site level activities (SPSA) **Need:** 100% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities 100% of teachers who participate in professional development focused on English Language Development (ELD) strategies 2023 Williams Audit:	This action provides for the unique needs of each school site based on their unduplicated pupil population and is intended to provide support for English Learners, low income and Foster/Unhoused students primarily, but also the needs of the individual school site and their students. These actions are documented in the School Plan for Student Achievement and can be tailored based on academic, social emotional, and the comprehensive needs of the school site.	Williams Audit; CTC Audit

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of Education Most recent data available CTC Audit Report 2022-2023 Teacher Vacancies: 95* Mis-assignments: 35* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary 2021-22 Actuals by Position Teacher Vacancies: 88 Mis-assignments: 24 *CTC Audit Report and Review **Scope:** LEA-wide		
3.7	**Action:** School Site Safety **Need:** The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 169 (49%) * Feel safe at school: 73% * Feel safe on way to and from school: 85% * Been hit or pushed: 31%	A plan of action to ensure school site safety of all students and staff at each NUSD school site by providing training, resources, and technical assistance in the establishment of a school/ community environment that is physically and emotionally safe, well disciplined, and conducive to learning.	California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* Mean rumors spread about you: 34% * Called bad names or target of mean jokes: 42% * Saw a weapon at school: 6% * Cyberbullying: 21% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 326 (86%); 108 (30%); 188 (44%); 30 (29%) * School perceived as very safe or safe: 33%; 34%; 38%; 44% * Experienced any harassment or bullying: 38%; 34%; 26%; 22% * Had mean rumors or lies spread about you: 29%; 36%; 25%; 15% * Been afraid of being beaten up: 33%; 21%; 13%; 4% * Been in a physical fight: 10%; 6%; 5%; 8% * Seen a weapon on campus: 14%; 14%; 8%; 8% * Cyberbullying: 26%; 26%; 19%; 18% **Scope:** LEA-wide		
3.8	**Action:** NEW ACTION - Teacher Induction Mentor Stipends **Need:** 22-23 Teacher Assignment Monitoring Outcomes Clear Credential 80.9% Out of Field 1.5% Intern 2.4%	New teachers will develop the skills and knowledge to successfully teach and build meaningful connections with unduplicated students by implementing engaging research based strategies	Local Indicator Basic Services: Teacher Assignment Monitoring Outcomes

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Ineffective 2.4% **Scope:** LEA-wide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	
Staff-to-student ratio of certificated staff providing direct services to students	N/A	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$53,241,691	5,293,868	9.943%	0.000%	9.943%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,600,415.00	$101,621.00	$0.00	$0.00	$5,702,036.00	$2,836,382.00	$2,865,654.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	July 2024-June 2027	$453,917.00	$0.00	$453,917.00				$453,917.00	
1	1.2	Intensive English Language Development Professional Learning	English Learners	Yes	School wide	English Learners	Specific Schools: August Schilling Elementary TK-5	July 2024 - June 2027	$49,000.00	$0.00	$49,000.00				$49,000.00	
1	1.3	DISCONTINUED Dual Language Immersion (DLI)					Specific Schools: August Schilling Elementary Grades K-4	July 2024 - June 2027								
1	1.4	College and Career Support (ROP)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS Grades 9-12	July 2024 - June 2027	$0.00	$969,359.00	$969,359.00				$969,359.00	
1	1.5	DISCONTINUED: Teaching and Learning with STEAM					All Schools									
1	1.6	College and Career Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Newark Memorial	July 2024 - June 2027	$67,600.00	$24,000.00	$91,600.00				$91,600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	HS Grades 9-12									
1	1.7	District Professional Development for Classified and Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$70,000.00	$0.00	$70,000.00				$70,000.00	
1	1.8	Instructional Program Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$240,423.00	$240,423.00				$240,423.00	
1	1.9	Additional Contract/Services for Language Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.10	EL Liaisons	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$84,327.00	$0.00	$84,327.00				$84,327.00	
1	1.11	Additional Support for Site Level Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$243,172.00	$242,863.00	$486,035.00				$486,035.00	
1	1.12	Academic Achievement of Students with Disabilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$49,025.00	$0.00	$49,025.00				$49,025.00	
1	1.13	REVISED TITLE AND DESCRIPTION - Equitable Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.14	NEW ACTION High School Credit Recovery Summer School Program	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	Specific Schools: Newark Memorial High School, Bridgepoint Continuation High School	July 2025 - June 2027	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.15	NEW ACTION High School Diagnostic Assessment	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial and	July 2025 - June 2027	$0.00	$40,000.00	$40,000.00				$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Bridgepoint High Schools 9-12 grades									
1	**1.16**	NEW ACTION - Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Schilling Elementary	July 2025 - June 2027	$631,246.00	$0.00	$631,246.00				$631,246.00	
1	**1.17**						All Schools Specific Schools: Newark Memorial High School and Bridgepoint High School 9-12									
2	**2.1**	Parent Involvement and Support Translating/Interpreting Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024- June 2027	$31,000.00	$31,500.00	$62,500.00				$62,500.00	
2	**2.2**	MODIFIED Data Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$501.00	$91,629.00	$92,130.00				$92,130.00	
2	**2.3**	Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$26,000.00	$26,000.00				$26,000.00	
2	**2.4**	Additional Site Level Activities (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$243,172.00	$242,863.00	$486,035.00				$486,035.00	
2	**2.5**	Mental health and other support for families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$344,590.00	$344,590.00				$344,590.00	
2	**2.6**	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$287,020.00	$0.00	$287,020.00				$287,020.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	DISCONTINUED Program Administrator of Science					All Schools	July 2024 - June 2027	$0.00	$0.00	$0.00				$0.00	
3	3.2	Library Hours of Operation and Educational Supplies/Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$81,610.00	$27,563.00	$109,173.00				$109,173.00	
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.4	MODIFIED Science Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$70,000.00	$70,000.00				$70,000.00	
3	3.5	STEAM Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.6	Additional Site level activities (SPSA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$243,171.00	$242,864.00	$486,035.00				$486,035.00	
3	3.7	School Site Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$23,000.00	$23,000.00				$23,000.00	
3	3.8	NEW ACTION - Teacher Induction Mentor Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2025 - June 2027	$50,000.00	$0.00	$50,000.00				$50,000.00	
4	4.1	Home /School Liaison to monitor attendance and achievement for Bridgepoint High School	All	No			Specific Schools: Bridgepoint High School Grades 11-12	Ongoing	$101,621.00	$0.00		$101,621.00			$101,621.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$53,241,691	5,293,868	9.943%	0.000%	9.943%	$5,450,415.00	0.000%	10.237 %	**Total:**	$5,450,415.00
								LEA-wide Total:	$3,215,293.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,235,122.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	$453,917.00	
1	1.2	Intensive English Language Development Professional Learning	Yes	Schoolwide	English Learners	Specific Schools: August Schilling Elementary TK-5	$49,000.00	
1	1.3	DISCONTINUED Dual Language Immersion (DLI)				Specific Schools: August Schilling Elementary Grades K-4		
1	1.4	College and Career Support (ROP)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS Grades 9-12	$969,359.00	
1	1.5	DISCONTINUED: Teaching and Learning with STEAM				All Schools		
1	1.6	College and Career Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS	$91,600.00	

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 (%)
						Grades 9-12		
1	1.7	District Professional Development for Classified and Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
1	1.8	Instructional Program Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,423.00	
1	1.9	Additional Contract/Services for Language Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.10	EL Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$84,327.00	
1	1.11	Additional Support for Site Level Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$486,035.00	
1	1.12	Academic Achievement of Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$49,025.00	
1	1.13	REVISED TITLE AND DESCRIPTION - Equitable Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
1	1.14	NEW ACTION High School Credit Recovery Summer School Program			English Learners Foster Youth Low Income	Specific Schools: Newark Memorial High School, Bridgepoint Continuation High School	$150,000.00	
1	1.15	NEW ACTION High School Diagnostic Assessment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial and Bridgepoint High Schools 9-12 grades	$40,000.00	
1	1.16	NEW ACTION - Highly Qualified Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schilling Elementary	$631,246.00	
1	1.17					All Schools Specific Schools: Newark Memorial High School and		

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 (%)
						Bridgepoint High School 9-12		
2	**2.1**	Parent Involvement and Support Translating/Interpreting Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,500.00	
2	**2.2**	MODIFIED Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,130.00	
2	**2.3**	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,000.00	
2	**2.4**	Additional Site Level Activities (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$486,035.00	
2	**2.5**	Mental health and other support for families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$344,590.00	
2	**2.6**	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$287,020.00	
3	**3.1**	DISCONTINUED Program Administrator of Science				All Schools	$0.00	
3	**3.2**	Library Hours of Operation and Educational Supplies/Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,173.00	
3	**3.3**	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	**3.4**	MODIFIED Science Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	
3	**3.5**	STEAM Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

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 (%)
3	3.6	Additional Site level activities (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$486,035.00	
3	3.7	School Site Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
3	3.8	NEW ACTION - Teacher Induction Mentor Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,909,263.00	$5,982,613.00

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**	Academic Counselors	Yes	$443,819	444,292
1	**1.2**	English Language Development PD	Yes	$33,376.00	33,376
1	**1.3**	Dual Language Immersion (DLI)	Yes	$1,163,881.00	1,241,807
1	**1.4**	College and Career Support (ROP)	Yes	$969,359.00	969,359
1	**1.5**	Teaching and Learning with STEAM	Yes	$55,000.00	55,000
1	**1.6**	College and Career Support	Yes	$78,634.00	73,608
1	**1.7**	District Professional Development for Classified and Certificated Staff	Yes	$29,750.00	28,684
1	**1.8**	Instructional Program Subscriptions	Yes	$232,856.00	230,847
1	**1.9**	Additional Contract/Services for Language Support	Yes	$18,285.00	24,419
1	**1.10**	EL Liaisons	Yes	$85,170.00	100,284
1	**1.11**	Additional Support for Site Level Activities	Yes	$400,951.00	355,968

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	1.12	Academic Achievement of Students with Disabilities	Yes	$49,023.00	49,023
1	1.13	Technology Refresh	Yes	$151,810.00	0
2	2.1	Parent Involvement and Support Translating/Interpreting Services	Yes	$42,400.00	66,297
2	2.2	Data Management System	Yes	$172,242.00	189,071
2	2.3	Parent Workshops	Yes	$46,000.00	15,733
2	2.4	Additional Site Level Activities (SPSA)	Yes	$400,951.00	355,969
2	2.5	Mental health and other support for families	Yes	$467,955.00	877,880
2	2.6	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	Yes	$163,923.00	89,927
3	3.1	Program Administrator of Science	Yes	$104,814.00	100,005
3	3.2	Library Hours of Operation and Educational Supplies/Support	Yes	$110,310.00	102,920
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	$10,595.00	3,111
3	3.4	Science Education	Yes	$100,000.00	67,472
3	3.5	STEAM Initiative	Yes	$33,000.00	7,647

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.6**	Additional Site level activities (SPSA)	Yes	$400,951.00	355,969
3	**3.7**	School Site Safety	Yes	$20,000.00	5,853
4	**4.1**	Home /School Liaison to monitor attendance and achievement for Bridgepoint High School	No	$124,208.00	138,092

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,588,324	$5,785,055.00	$5,843,474.00	($58,419.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Counselors	Yes	$443,819.00	444,298		
1	1.2	English Language Development PD	Yes	$33,376.00	33,376		
1	1.3	Dual Language Immersion (DLI)	Yes	$1,163,881.00	1,241,807		
1	1.4	College and Career Support (ROP)	Yes	$969,359.00	969,359		
1	1.5	Teaching and Learning with STEAM	Yes	$55,000.00	55,000		
1	1.6	College and Career Support	Yes	$78,634.00	73,608		
1	1.7	District Professional Development for Classified and Certificated Staff	Yes	$29,750.00	28,684		
1	1.8	Instructional Program Subscriptions	Yes	$232,856.00	230,847		
1	1.9	Additional Contract/Services for Language Support	Yes	$18,285.00	24,219		
1	1.10	EL Liaisons	Yes	$85,170.00	100,284		
1	1.11	Additional Support for Site Level Activities	Yes	$400,951.00	355,968		
1	1.12	Academic Achievement of Students with Disabilities	Yes	$49,023.00	49,023		
1	1.13	Technology Refresh	Yes	$151,810.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Parent Involvement and Support Translating/Interpreting Services	Yes	$42,400.00	66,297		
2	2.2	Data Management System	Yes	$172,242.00	189,071		
2	2.3	Parent Workshops	Yes	$46,000.00	15,733		
2	2.4	Additional Site Level Activities (SPSA)	Yes	$400,951.00	355,969		
2	2.5	Mental health and other support for families	Yes	$467,955.00	877,880		
2	2.6	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	Yes	$163,923.00	89,927		
3	3.1	Program Administrator of Science	Yes	$104,814.00	100,005		
3	3.2	Library Hours of Operation and Educational Supplies/Support	Yes	$110,310.00	102,920		
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	$10,595.00	3,111		
3	3.4	Science Education	Yes	$100,000.00	67,472		
3	3.5	STEAM Initiative	Yes	$33,000.00	7,647		
3	3.6	Additional Site level activities (SPSA)	Yes	$400,951.00	355,969		
3	3.7	School Site Safety	Yes	$20,000.00	5,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
59,923,460	5,588,324	0.00%	9.326%	$5,843,474.00	0.000%	9.752%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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