

Newark Unified School District

2024-25 LCAP Package



Approved by the Alameda County Office of Education on September 15, 2024



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newark Unified School District

CDS Code: 01-61234-0000000

School Year: 2024-25

LEA contact information:

Richelle Piechowski

Director of Special Projects

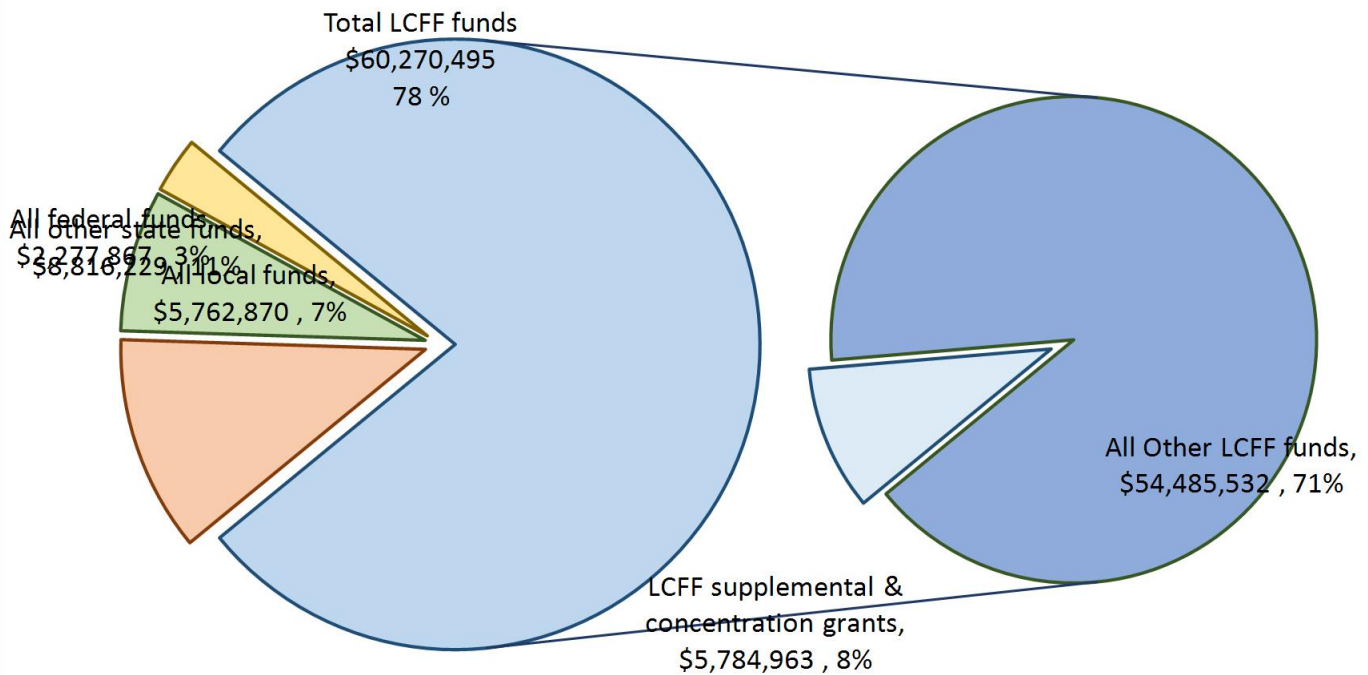
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510-818-4113

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 2024-25 School Year

Projected Revenue by Fund Source

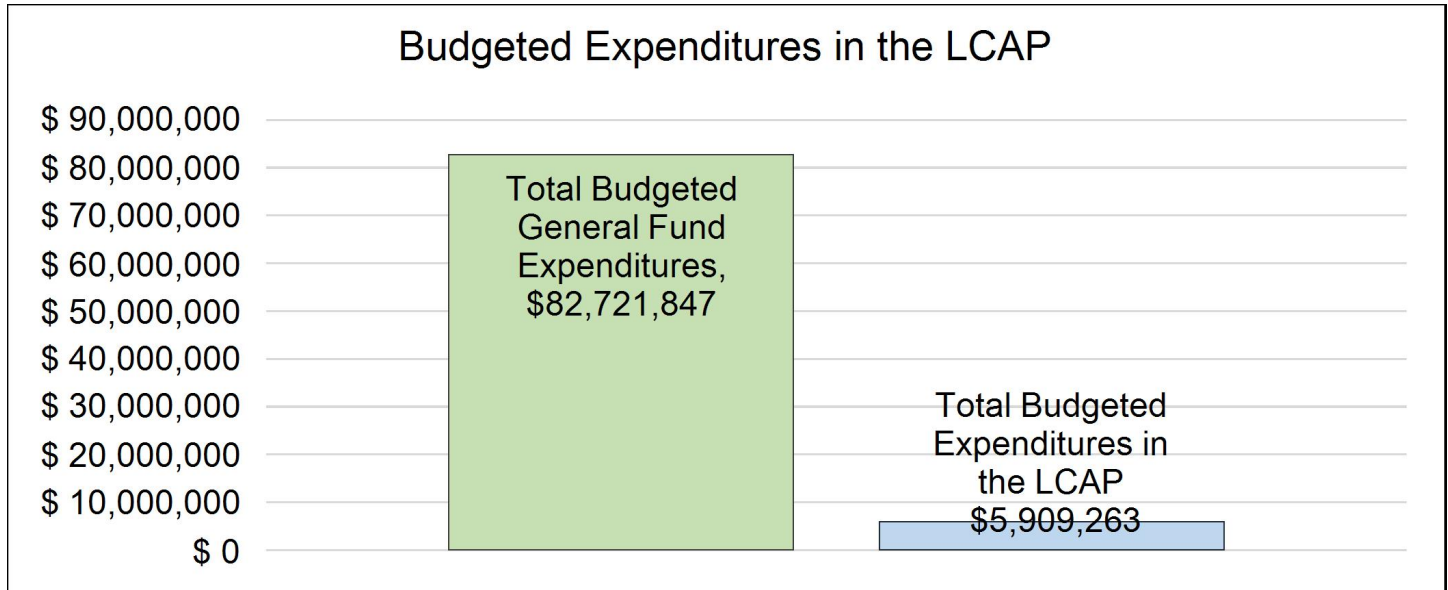


This chart shows the total general purpose revenue Newark Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newark Unified School District is \$77,127,461, of which \$60,270,495 is Local Control Funding Formula (LCFF), \$8,816,229 is other state funds, \$5,762,870 is local funds, and \$2,277,867 is federal funds. Of the \$60,270,495 in LCFF Funds, \$5,784,963 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 2024-25. 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 \$82,721,847 for the 2024-25 school year. Of that amount, \$5,909,263 is tied to actions/services in the LCAP and \$76,812,584 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, and the Learning Recovery Emergency Block Grant.

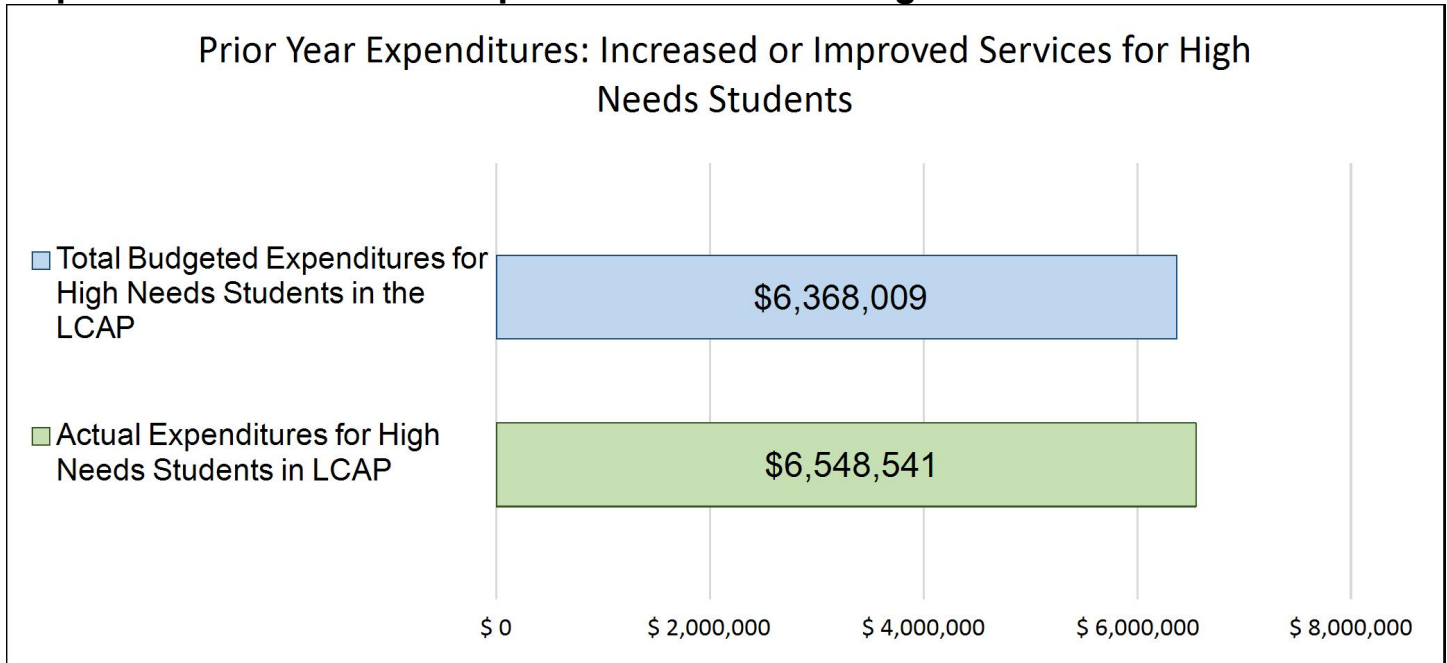
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Newark Unified School District is projecting it will receive \$5,784,963 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 \$5,785,055 towards meeting this requirement, as described in the LCAP.

N/A

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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 2023-24, Newark Unified School District's LCAP budgeted \$6,368,009.20 for planned actions to increase or improve services for high needs students. Newark Unified School District actually spent \$6,548,541 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Newark Unified School District	Richelle Piechowski Director of Special Projects	rpiechowski@newarkunified.org 510-818-4113

Goals and Actions

Goal

Goal #	Description
1	<p>Student Achievement: Promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career ready by:</p> <ul style="list-style-type: none"> a. Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence. b. Ensuring students are engaged in grade-level content/instruction. c. Establishing protocols that support a district-wide systemic approach to formative assessments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics: SBAC	2018-19 SBAC- Percent Met or Exceeded Standards All: 39.7%; EL: 12.6%; Homeless: 22.7%; SED: 27.5%; SwD: 12.6%; AA: 20.6%; Asian: 74.4%; Filipino: 59.5%; Hispanic: 28.05%; PI: 32.6%; White: 54.2%; 2+ races: 55.3%	2021-22 SBAC - Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 37.35% EL: 11.51 Homeless: 25.49 SED: 23.81 SwD: 12.82 AA: 25 Asian: 70.87 Filipino: 53.17 Hispanic: 22.28 PI: 20.41 White: 47.48 2+ races: 46.34	2022-2023 SBAC Percent Met or Exceeded Standards All: 35.17%; EL: 27.0%; Homeless: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.81%; Filipino: 44.82%; Hispanic: 20.51% PI: 22.82%; White: 45.42%; 2+ races: 50%	2023-2024 Percent Met or Exceeded Standards Data will be available in the Fall of 2024	2023-24 SBAC Percent Met or Exceeded Standards All: 55.0%; EL: 27.0%; Homeless: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 35.0%; Asian: 90.0%; Filipino: 75.0%; Hispanic: 45.0%; PI: 45.0%; White: 70.0%; 2+ races: 70.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics: iReady Results	2019-20 Winter Assessment: Percent "On or Above grade level" All: 50% Kinder: 54%; First: 46%; Second: 47%; Third: 52%; Fourth: 50%; Fifth: 46%; Sixth: 54%	2021-22 Winter Assessment: Percent "On or Above Grade Level" All: 45% Kinder: 55%; First: 44%; Second: 45%; Third: 49%; Fourth: 41%; Fifth: 42%; Sixth: 42%	22-23 Winter Assessment: Percent "On or Above Grade Level" All: 46% Kinder: 47% First: 41% Second: 47% Third: 48% Fourth: 50% Fifth: 39% Sixth: 38%	23-24 Winter Assessment: Percent "On or Above Grade Level" All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41% Sixth: 43%	2023 Spring Results: Percent at grade level 100% of students "On grade level"
English Language Arts: SBAC Results	2018-19 SBAC Percent Met or Exceeded Standards All: 51.1% EL: 12.8%; Homeless: 32.9%; SED: 39.2%; SwD: 16.4%; AA: 33.2%; Asian: 77.1%; Filipino: 71.2%; Hispanic: 40.8%; PI: 43.6%; White: 65.6%; 2+ races: 65.7%	2021-22 SBAC - Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 48% EL: 15.92% Homeless: 26.73% SED: 34.16% SwD: 16.03% AA: 32.26% Asian: 74.63% Filipino: 67.94% Hispanic: 34.22% PI: 34.7% White: 55.55% 2+ races: 62.05%	2022-23 - Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Homeless: 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%	2023-24 - Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) Data will be available in the Fall of 2024	2023-24 SBAC Percent Met or Exceeded Standards All: 65.0%; EL: 25.0%; Homeless: 45.0%; SED: 45.0%; SwD: 30.5%; AA: 45.0%; Asian: 85.0%; Filipino: 71.2%; Hispanic: 55.0%; PI: 55.0%; White: 80.0%; 2+ races: 80.0%
English Language Arts: iReady- Reading Comprehension	2019-20 Winter Assessment: Percent	2021-22 Winter Assessment: Percent	2022-23 Winter Assessment: Percent	2023-24 Winter Assessment: Percent	2023 Spring Results: Percent at grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	"On or Above grade level" All: 50% Kinder: 61%; First: 53%; Second: 49%; Third: 63%; Fourth: 38%; Fifth: 42%; Sixth: 41%	"On or Above Grade Level" All: 50% Kinder: 65%; First: 50%; Second: 48%; Third: 68%; Fourth: 40%; Fifth: 41%; Sixth: 39%	"On or Above Grade Level" All: 54% Kinder: 66%; First: 49%; Second: 55%; Third: 64%; Fourth: 45%; Fifth: 41%; Sixth: 43%	"On or Above Grade Level: All: 49% Kinder: 57%; First: 48%; Second: 50%; Third: 63%; Fourth: 43%; Fifth: 43%; Sixth: 43%	100% of students "On grade level"
English Learner Progress: ELPAC Scores	2018-19 Summative ELPAC Results - Percent scoring: Overall Level 4: 16.3% Overall Level 3: 39.1% Overall Level 2: 29.3% Overall Level 1: 15.3%	2020-21 Summative ELPAC Results - (Data Source: TOMS) Percentage scoring: Overall Level 4: 17% (146) Overall level 3: 30% (255) Overall Level 2: 33% (279) Overall Level 1: 15% (126) No Score: 5% (45)	2021-22 Summative ELPAC Results - (Data Source: CAASPP Dashboard) Percentage scoring: Overall Level 4: 17.98% (182) Overall level 3: 35.38% (358) Overall Level 2: 30.83% (312) Overall Level 1: 15.81% (160)	2022-23 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)	2023-24 Summative ELPAC Results - Percent scoring: Overall Level 4: 25% Overall Level 3: 40% Overall Level 2: 25% Overall Level 1: 10%
English Learner Progress: Reclassification Rates	2019-20 CDE-DataQuest % Reclassified: 20.6%	2020-21 Reclassification (Data Source: Data Quest) % Reclassified: 1.7%	2021-22 Reclassification Rate - Locally Determined (as CDE has not released the rate as of May, 2023.)	2023-2023 Reclassification (Data Source: Data Quest) Total % of Reclassified EL 21%	2023-24 CDE-DataQuest % Reclassified: 25.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-22 Data will be available by July 2022.	# of English Learners that Reclassified between April 2022 and April 2023: 130 % of all English Learners that Reclassified students between April 2022 and April 2023: 12%		
Implementation of Common Core State Standards	2020-21 CCSS Implementation Support Data: Instructional Rounds: Not conducted during virtual learning. Classroom Observation: 111 total virtual observations. Professional Development: 10 District-wide PD events	2021-22 CCSS Implementation Support Data Instructional Rounds: 7 Classroom Observation: 98 in-person observations. Professional Development: 10 District-wide PD events.	2022-23 CCSS Implementation Support Data Instructional Rounds: 10 Classroom Observation: 71 in-person observations. Professional Development: 10 District-wide PD events.	2023-2024 Instructional Rounds: 5 Classroom Observation: 45 in-person observations. Professional Development: 10 District-wide PD events.	100% of Instructional Lessons Observed are standards aligned
Implementation of ELD Standards	2020-21 ELD Standards Implementation Support Data	2021-22 Baseline Data: Instructional Rounds: 0	2022-23 ELD Standards Implementation Support Data	2023-24 ELD Standards Implementation Support Data	100% of Instructional Lessons Observed are standards aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Instructional Rounds: None Classroom Observation: Co-Teaching and Modeling Professional Development: 4.5 days	Classroom Observations: 36 teachers Professional Development: 20 different professional learning events	Instructional Rounds: 2 Classroom Observations: 32 Professional Development: 8 trainings and 19 unit development days	Instructional Rounds: 2 Classroom Observations: 32 Professional Development: 8 trainings and 19 unit development days	
College and Career: UC/CSU Requirements	2019-2020 CALPADS Report 15.2 Percent Met UC/CSU Requirements: All: 30.2% EL: 6.6%; SED: 21.3%; SwD: 0.0%; Foster Youth: 0.0%; AA: 16.0%; Hispanic: 21.5%; White: 38.5%	2020-21 Report 15.2 Percent Met UC/CSU Requirements: All: 36% Percentage of Total subgroup that met the requirements: AA: 25.00% Asian: 63.9% Filipino: 42.3% Hispanic: 30.3% White: 37.3% 2+ races: 42.1% EL: 7.14% Unhoused: 21.9% SwD: 6.6% SED: 28.1%"	2021-22 CALPADS Report 15.2 Percent Met UC/CSU Requirements: All: 36% AA: 26% Asian: 64% Filipino: 64% Hispanic: 31% White: 38% 2+ races: 42% EL: 16.7% Unhoused: 31.8% SwD: 10.3% SED: 38.5%	2022-23 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%	Percent Met A-G Requirements: All: 90% Subgroups within 5% of all students.
College and Career: CTE Pathways	2019 CA Dashboard Percent Met CTE Pathways All: 5.5%;	2020 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest)	2021-22 College/Career Measures Report Percent Met CTE	2022-2023 College/Career Measures Report Percent Met CTE	Percent Met CTE Pathways: All: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 20.0%; Homeless: 40.0%; SED: 6.6%; SwD: 0.0%; AA: 0.0%; Asian: 9.1%; Filipino: 0.0%; Hispanic: 3.1%; White: 9.1%	All: 0% (1 student met Pathway Completion Requirements)	Pathway Completion (Source: DataQuest) All: 19.9% (74) EL: 10.2%; Homeless: 10.0%; SED: 16.8%; SwD: 4.0%; AA: 6.3%; Asian: 8.3%; Filipino: 8.7%; Hispanic: 17.9%; White: 32.8%	Pathway Completion (Source: DataQuest) All: 22.4% (95) EL: 12.8%; Homeless: 5.9%; SED: 19.1%; SwD: 16.1%; AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%; White: 14.3%	Subgroups within 5% of all students
College and Career Readiness: Prepared	2019 CA Dashboard Percent of students prepared All: 35.0%; EL: 8.3%; Homeless: 21.7%; SED: 27.9%; SwD: 5.7%; AA: 17.4%; Asian: 57.9%; Filipino: 52.3%; Hispanic: 26.2%; PI: <11 students; White: 44.0%	2020 College/Career Measures Report Percent of students prepared (Source: DataQuest) All: 34.5% AA: 24% Asian: 66.7% Filipino: 46.8% Hispanic: 25.2% White: 40.6% EL: 9.1% SED: 25.3% SWD: 5% Unhoused: 17.9%	This report is not available on the CA Dashboard or on DataQuest. Similar data report is not available for comparison.	2023 College and Career Indicator provides similar information. District Status: Medium AA: No performance level Asian: High Filipino: High Hispanic: Low White: Medium EL: Low SED: Low SWD: Low Unhoused: Low	CA Dashboard Percent of students prepared All: 50.0%; EL: 20.0%; Homeless: 35.0%; SED: 45.0%; SwD: 20.0%; AA: 32.0%; Asian: 72.0%; Filipino: 67.0%; Hispanic: 40.0%; PI: <11 students; White: 60.0%
College and Career: A - G and CTE Pathways Combined	CALPADS Report 15.2 (2019-2020)	2020-21 College/Career Measures Only Report	2021-22 College/Career Measures Only Report	2022-23 College and Career: A - G and CTE	CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percent of students completing A-G and CTE Pathways: 0.0%	& Data (Source: DataQuest): A-G and CTE Combined All: 1% AA: 0% Asian: 1.7% Filipino: 3.8% Hispanic: 0.8% White: 0% 2+ races: 0% EL: 0% SED: 1% SwD: 1.4%	& Data (Source: DataQuest): A-G and CTE Combined All: 8.9% AA: 6.3% Asian: 6.7% Filipino: 4.3% Hispanic: 8.3% White: 19% EL: 2% SED: 7.6% SwD: 0%	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%	All: 50%; subgroups within 5% of All.
PUENTE Participation and College Going Rates	Local Measurement - Newark Junior High School Total Enrollment: 77 students (7th- 47; 8th-30) G.P.A. (3.0+): 72.7% Newark Memorial High School 2020-21 Enrollment: 337 (9th - 12th) Puente Project Program Data- 2020 Graduating Class; Total Seniors: 50 * A-G completion: 64%	2020-21 PUENTE Participation and College Going Rates Newark Junior High School Total Enrollment: 112 Newark Memorial High School 2020-21 Enrollment: 343 Puente Project Program Data- 2021 Graduating Class; Total Seniors: 85 A-G completion: 65%	2021-22 PUENTE Participation and College Going Rates Newark Junior High School Total Enrollment: 109 Newark Memorial High School 2020-21 Enrollment: 166 Puente Project Program Data - 2022 Graduating Class: 100%	2022-23 PUENTE Participation and College Going Rates Newark Junior High School Total Enrollment: 68 Newark Memorial High School Total Enrollment: 363 Puente Project Program Data - 2023 Graduating Class; 100%	Local Measurement: * Total Jr. High- 100 students * Total seniors - 100 students * A-G Completion: 100% * College Going Rate: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	* College Going Rate: 86%	College Going Rate: 81%			
College and Career: Prepared as per Early Assessment Program	<p>2018-19 CAASPP Results: Percent Meet or Exceeded Standards (EAP) in ELA and math:</p> <p>ELA and Math All: 55.1%; 24.4%; SED: 43.3%; 13.1%; EL: 0.0%; 0.0%; African American: 45.8%; 26.1%; Asian: 78.1%; 63.6%; Filipino: 71.7%; 39.1%; Hispanic: 43.8%; 12.1%; White: 65.5%; 29.3%; Two or more: 66.7%; 16.7%</p>	<p>2021-22 CAASPP Results: Percent Meet or Exceeded Standards (EAP) in ELA and math:</p> <p>ELA - 26% Ready, 29% Conditionally Ready, 45% Not Yet Ready</p> <p>Math- 10% Ready, 13% Conditionally Ready, 77% Not Yet Ready</p>	<p>2022-23 CAASPP Results: Percent Exceeded Standards (EAP)</p> <p>ELA All: 49.37%; SED: 39.58%; EL: 5.7%; African American: 42.86%; Asian: 80%; Filipino: 60%; Hispanic: 38.02%; White: 62.22%; Two or more: 61.54%;</p> <p>Math All 35.17%; SED: 23.2%; EL: 0%; African American: 15.38%; Asian: 60%; Filipino: 15.56%; Hispanic: 12.5%; White: 24.45%; Two or more: 38.46</p>	<p>2023-24 CAASPP Results: Percent Exceeded Standards (EAP) in ELA and math:</p> <p>This data will be available in fall.</p>	<p>CAASPP Results: Percent Meet or Exceeded Standards (EAP) in ELA and math:</p> <p>All: 75%; 50% Subgroups within 5% of all students</p>

Goal Analysis

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

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

The actions within Goal 1: Student Achievement were designed with the intent of building on year 2 strategies that proved to be effective and improving upon any strategies that proved to be ineffective or unsuccessful given our capacity or other factors. Below is a review of any planned actions that were not carried out as intended and an explanation about why this adjustment was made. The purpose of this review is to document the adjustments that were made in order to support continuous improvement of the district practices related to improving student achievement for our unduplicated students.

Comparison of Planned Actions and Actual Implementation:

- 1.2 ELD Standard Implementation and Support. This action to support a .6 FTE Director of Special Projects to oversee, guide, and support the implementation of programs and services for ELs including but not limited to: curriculum, instruction, assessment, and professional development. This action was not implemented after October of 2023 because of staff shortages. The support of English Learners moved to a different location and department for the remainder of the 2023-24 school year.
- 1.7 Instructional Leadership Team Development and Teacher Leader Training: This action was carried out successfully in some schools. Not all schools were able to build and sustain Instructional Leadership Teams, and we noted some trends related to the barriers for schools that were not able to carry out this action as intended. One barrier was the need for additional enrollment and engagement with teachers to make sure that there is a shared understanding of the purpose, role and responsibilities of the ILT members. In schools where this was the case, there were limited meetings and low attendance. Another barrier for our secondary schools has to do with the multiple leadership roles that department chairs hold, which make it challenging to schedule meeting sand to support department chairs to execute on shared plans that are developed by the team. This trend for ILT continued from the 2022-23 year to the 2023-24 academic school year. Principals have moved ILT's into the school adjunct duty category. This has continue to deplete the ILT attendance since teachers are distributed between multiple roles and responsibilities. This action was underutilized for the 2023-24 school year.
- 1.14 Instructional Program Subscriptions. The original action written was before the virtual academic academy, Crossroads, had established their academic learning platform. After the program was decided and approved, the actual cost of this action increased significantly from the original budgeted items because the amount of students enrolled in the program was higher than projected.
- 1.15 Principal Professional Learning and Conferences. Principals attended bi-monthly internal professional learning. This action was intended to support principals to choose additional professional learning conferences during the year. Principals reported that is was difficult to leave school sites due to the continued need to provide classroom and campus support due to guest teacher and/or staffing shortages.
- 1.17 Teacher Induction Program. This action was to provide services and stipends related to the NUSDs internal teacher induction services, which support new teachers to complete and clear credential requirements. This action was moved to another funding source outside of LCAP, however, the program has continued to be funded. .

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

The following reviews the material difference between Budget Expenditures and Estimated Actual Expenditures. The purpose of this review is to document the adjustments that were made during the year and to acknowledge fiscal challenges that arose with regard to expenditures in the 2023-2024 school year.

Budget Expenditures and Estimated Actual Expenditures

- 1.2 ELD Standard Implementation and Support. The .6 Director of Special Projects resigned from the district in October of 2023. The position was never filled and in March of 2024, the Board of Education voted to collapse the position.
- 1.4 Academic Counselors. The salary and benefits for the counseling staff indicated actual costs were slightly lower than the amount projected for the 2023-24 LCAP funding.
- 1.5 The original plan for SEAL was to expand the program to grade 6 during the 2023-24 school year, however, that was not implemented, Thus the amount of funding was not entirely used for this action item.
- 1.6 Dual Language Immersion (DLI) Program. The amount projected for the 2023-24 LCAP was slightly lower than spent because more curriculum was needed than actually was budgeted for.
- 1.7 Instructional Leadership Team Development and Teacher Leadership Training: The difference between the budgeted expense and actual expenditure is due to the implementation challenges that were noted above. In summary, a limited number of schools were able to implement the action as intended and many schools folded the ILT team into their site adjunct duties.
- 1.9 Some expenditures for the site SPSA's were covered by the district, such as language interpretation, thus, many sites did not use all of their allotments. Also, sites were given a hard deadline to spend all of their money by March 1. Many sites struggled with this because of the transitionary nature of the district, there was no one to approve the expenditures. The sites had to receive new quotes for purchases and went over the March 1, 2024 deadline. Even with an extension, all funds were not used.
- 1.14 Instructional Program Subscriptions. The original amount projected did not include the Edgenuity program for the site licenses for the independent study program at Crossroads School, which is the virtual academic program provided by NUSD. Student enrollment this year was profoundly higher than projected and thus, the cost of the program exceeded the projections.
- 1.16 This funding was set aside for ELPAC testing only, however, with the increase in English Learners in the month of January, and the decrease of staff available for sites to test, the district time carded test examiners to ensure compliance of the ELPAC testing.
- 1.17 Teacher Induction Program. This action was to provide services and mentor teacher stipends related to the NUSDs internal teacher induction services, which support new teachers to complete and clear credential requirements. This action was moved to another funding source (Title II) outside of LCAP for the 23-24 year after the LCAP budgeted funding was approved.
- 1.18 Communication was not clear to the Principals as to the funding of the EL Liaison' at each site. The LCAP for 23-24 was budgeted to fund all EL Liaisons at each site, however, many sites used SPSA funds for funding, thus, the amount of funding budgeted was not utilized.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LCAP Advisory and district leaders did a comprehensive review of the actions outlined in 2023-24 LCAP to ensure that we are using the most effective strategies to improve outcomes for unduplicated students. The following is a review of the actions, which are grouped thematically.

Professional Learning and Teacher Leadership (1.11, 1.13) - These actions combined professional learning for classified, certificated, and managerial staff. These series of actions were implemented as intended. We have found that the adjustments we made to using peer leadership to deliver professional learning was effective in developing and expanding the sense of professional learning community and professional respect among staff in NUSD in both our annual all staff professional learning, as well as in more specialized learning through our principals as learning leaders. We plan to continue to leverage internal expertise to lead professional learning in 24-25 and to deepen school site capacity to lead their own learning. Additionally, we have maintained a strong practices to conduct instructional rounds and provide feedback to teachers.

Supports for English Learners and Multilingual Education (1.5, 1.6, 1.16, 1.18) - This set of strategies include services for assessment, curriculum, and professional learning. NUSD is particularly proud of the work we have done with the Sobrato Early Academic Language model, which is showing some promising preliminary results in our student data in classrooms where the teachers have completed training. In addition, the EL Liaison and assessment support provided through the LCAP has support more consistency and alignment among staff to be able to meet federal and state requirements for English Learner testing, documentation, and monitoring. In addition, we have been able greatly increase our annual reclassification rate as a result of both the technical and instructional improvements made by these actions.

Academic Intervention and Support (1.4, 1.19) - Our community and the data continue to show that there is a need to invest in academic interventions. We feel that there are some effective intervention practices at the school level (e.g. NJHS formative data is showing some promising trends for math improvements and BGI is showing promising results with their use bilingual aide support during and after-school). We plan to continue to monitor the impact of intervention and support a systemic approach to interventions, but found that the centralized support attempted in Action 1.19 was not able to be implemented as intended and may need to be reconsidered. However, academic counselors have continued to be an effective support in secondary schools, especially as they have strengthened community engagement and communication regarding college and career pathways and readiness.

Career and College Programs (1.8, 1.10) - Student engagement with the Regional Occupational Program continues to be an important way for students to access CTE course pathways and complete these pathways. Data show that we have significantly increased the % of student completers in CTE pathways and that students from low-income household continue to use these programs to access career and college opportunities.

Technology Services to Assist Instructional Programs (1.14) - This action has served to support access to important instructional platforms. As we get further away from distance learning, we are further refining the instructional platforms that are essential for supporting student achievement. We have found that i-Ready, Google platform, Edgenuity (for our virtual, independent study program), and Character Strong (an SEL curriculum) are some of the most essential programs for supporting student success.

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

Even though the 23-24 academic school year was the final year of our 3-year LCAP Plan (2021-2024), we plan to maintain the majority of the actions in all goal areas, as well as the metrics and outcomes with refinements. Our district is committed to continuous improvement, and as a result of reflection on implementation and impact data, we plan to make the following adjustments to Goal 1: Student Achievement.

The following actions will continue with only slight adjustments to the budgeted cost based on increases (due to staff salary or student enrollment) or reductions (based on leveraging internal resources or a revision based on 23-24 actuals):

- 1.4 Academic Counselors
- 1.5 SEAL Expansion
- 1.6 Dual Language Immersion (DLI) Program
- 1.8 College and Career Support Regional Opportunity Program
- 1.9 Additional Support for Site Level Activities
- 1.10 College and Career Support
- 1.11 Standards Implementation PD and Support (NGSS)
- 1.13 District Professional Development for Classified and Certificated Staff
- 1.14 Instructional Program Subscriptions
- 1.16 Additional Contract/Services for Language Support
- 1.18 EL Liaison to support English Learner progress monitoring and communication with families

More significant adjustments have been made to the following actions. The action number and title are followed by an explanation of the adjustment:

- 1.2 ELD Standards Implementation and Support. During the 23-24 school year, the Board of Education needed to realign positions to conform to the budget reduction and this position has been discontinued. The district, parents, and community is in support of the action to support ELD Standards and Implementation and the new LCAP language will support the integrity of the action.
- 1.7 Instructional Leadership Team Development and Teacher Leader Training: The purpose of this program is to enroll teachers in the leadership and responsibilities with the support of school leaders and to give ILT members meaningful leadership roles to play in the execution of school improvement strategies and professional learning. The principals, understanding the importance of this role on the school climate, have rolled this position into an adjunct position and therefore reduce the costs for additional hours.
- 1.15 Principal Professional Learning and Conferences. Due to the budgetary restrictions from the state of California, principals have been able to receive equity based leadership practices and professional growth through the Learning Leadership Academy, a product of leaders in Newark Unified School District. This team meets bi-monthly to support, train, and provide networking opportunities to further growth in educational leadership. This action item will not be moved forward in the 24-25 LCAP.
- 1.17 Mentor Teacher stipends to support New Teacher Induction Program: This program was funded originally through LCAP funds during the 2023-24 school year. However, as the school year started, the amount of funding increased based upon the proportion of teachers in the program. To offset the cost, the funding was moved back into Title II to ensure a continuous program.

- 1.19 Academic intervention for multi-tiered systems of support (MTSS): This action was intended to provide 3 central intervention teachers to be allocated equitably in our elementary schools to address learning loss in literacy and mathematics for our students furthest from grade level achievement. These positions were not filled and in November the LCAP Advisory, District, and teacher's union agreed to make these funds available to teachers to provide after-school tutoring in small groups. The opportunity was made available to all teachers, but only a small number of teachers expressed interested and ultimately carried out the small group after-school supports. In March, the district sought and gained approval from the Board of Education to use the funds to establish a partnership with Sylvan Learning. The partnership stayed true to the intention of the action, which is to provide an academic intervention for our unduplicated students, and provided tutoring sessions online or in-person to all low-income, foster youth, and English Learner students in NUSD. This action item will not move forward in the 2024-25 LCAP plan.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Engagement and School Climate: Promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by:</p> <ul style="list-style-type: none"> a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities b. Supporting the implementation and monitoring of COST services across the district and support Mental Health and SEL c. Enhancing and/or aligning PBIS implementation across the district

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rates	<p>2019 CA Dashboard - Graduation Rates</p> <p>All: 89.1%; EL: 73.3%; Homeless: 87.0%; SED: 84.6%; SwD: 73.6%; AA: 78.3%; Asian: 98.2%; Filipino: 97.7%; Hispanic: 84.4%; PI: < 11 students; White: 97.3%; 2+ races: < 11 students</p>	<p>2020 CA Dashboard - Graduation Rates</p> <p>All: 87.5%, EL: 75.4% Unhoused: 86.2% SED: 86.3% SwD: 62.9% AA: 80% Asian: 93% Filipino: 95.7% Hispanic: 86.8% White: 85.5% 2+ Races: 78.6% (11 students)</p>	<p>2021-22 CA Dashboard - Graduation Rates</p> <p>All: 88.1% EL: 69.4% Unhoused: 75% SED: 85.6% SwD: 74% AA: 75% Asian: 93.3% Filipino: 93.5% Hispanic: 85.8% White: 89.7% 2+ Races: * (10 students)</p>	<p>2023 CA Dashboard - Graduation Rates</p> <p>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%</p>	<p>2023 CA Dashboard</p> <p>All: 95% Subgroups: greater than or equal to All rate</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 CA Dashboard- Chronic Absenteeism All: 6.1%; EL: 5.8%; Homeless:15.4%; SED: 7.6%; SwD: 11.0%; AA: 11.6%; Asian: 2.2%; Filipino: 4.0%; Hispanic: 6.9%; PI: 11.6%; White: 6.0%; 2+ races: 6.6%	2020 CA Dashboard- Chronic Absenteeism All: 2.3% EL: 2.5% Foster: 13.6% Unhoused: 4.7% SED: 4.4% SwD: 4.4% AA: 5.1% Asian: 1.2% Filipino: 1.2% Hispanic: 2.8% PI: 6.1% White: 1.5% 2+ races 1%	2021-22 CA Dashboard - Chronic Absenteeism All: 15.9% EL: 16.7% Foster: * Unhoused: 26.1% SED: 22.1% SwD: 21.8% AA: 24.7% Asian: 10% Filipino: 8.1% Hispanic: 19.1% PI: 30.9% White: 11.4% 2+ races: 17.2%	2022-2023 CA Dashboard - 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%	2023 CA Dashboard All: < 3.0% Subgroups: less than or equal to All rate
Suspension Rates	2019 CA Dashboard- Suspension Rates All: 3.6%; EL: 4.1%; Homeless: 5%; SED: 5.1%; SwD: 8.2%; AA: 8.5%; Asian: 0.8%; Filipino: 1.5%; Hispanic: 4.5%; PI: 1.7%; White: 3.5%; 2+ races: 3.6%	2020 CA Dashboard Suspension Rates All: 0% and for all reported subgroups.	2021-22 CA Dashboard Suspension Rates All: 3.3% EL: 4.5% Foster: 17.6% Homeless: 6.3% SED: 4.9% SwD: 6.1% AA: 10.2% Asian:0.7% Filipino: 1.3% Hispanic: 4.4% PI: 7.3% White: 1.5% 2+ races: 2%	2022-2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Homeless: 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%	2023 CA Dashboard All: < 1.0% Subgroups: less than or equal to All rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Site Level Involvement Opportunities for Parents/Families of Unduplicated Students	<p>Local Measurement: 2020-21 Data- Number of schools with active and functioning committees/groups:</p> <p>ELAC: 10 of 11 schools SSC: 11 of 11 schools Title I Meeting: 4 of 4 school held at least one meeting</p>	<p>Local Measurement: 2021-22 Data- Number of schools with active and functioning committees/groups:</p> <p>ELAC: 10 of 10 schools SSC: 10 of 10 schools Title I: 100% of Title I Sites</p>	<p>Local Measurement: 2022-23 Data- Number of schools with active and functioning committees/groups:</p> <p>ELAC: 10 of 10 schools SSC: 10 of 10 schools Title I: 100% of Title I Sites</p>	<p>Local Measurement: 2023-24 Data- Number of schools with active and functioning committees/groups:</p> <p>ELAC: 10 of 10 schools SSC: 10 of 10 schools Title I: 100% of Title I Sites</p>	<p>Number of Schools with active and functioning committees:</p> <p>ELAC: 9 of 9 SSC: 9 of 9 Title I: 100% of Title I Sites</p>
District level Involvement Opportunities for Parents/Families of Unduplicated Students	<p>Local Measurement: 2020-21 Data Effective and active committees with representation from unduplicated students.</p> <p>DELAC: 10 of 11 schools were represented LCAP Parent Advisory Committee: 100% of the schools represented; unduplicated student groups also represented</p>	<p>Local Measurement: 2021-22 Effective and active committees with representation from unduplicated students.</p> <p>DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also represented</p>	<p>Local Measurement: 2022-23 Effective and active committees with representation from unduplicated students.</p> <p>DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also represented</p>	<p>Local Measurement: 2023-24 Effective and active committees with representation from unduplicated students.</p> <p>DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also</p>	<p>DELAC: 100% of sites are represented; 100% attendance</p> <p>LCAP: 100% stakeholder group representation; 100% attendance</p>
PBIS Implementation	Local Measurement: Tiered Fidelity	Local Measurement: Tiered Fidelity	22-23 Local Measurement: Tiered	23-24	100% - PBIS Schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Inventory (TFI) Self Assessment Tool * Number of PBIS schools- All schools * Schools with 70% implementation: 6/11 - 54.5%	Inventory (TFI) Self Assessment Tool * Number of PBIS schools- All schools Schools with 70% Implementation: 100%* Note: NJHS, NMHS, and Bridgepoint did not use the TFI tool this year.	Fidelity Inventory (TFI) Self Assessment Tool * Number of PBIS schools - All schools * Schools with >70% Implementation: 89% (8/9) * Schools with <70% Implementation: 11% (1/9)	Local Measurement: Tiered Fidelity Inventory (TFI) Self Assessment Tool * Number of PBIS schools - All schools * Schools with >70% Implementation: 89% (8/9) * Schools with <70% Implementation: 11% (1/9)	100% implementing PBIS at or above 70%
Coordination of Services Team	Local Measurement: Establish Baseline Level of Implementation- COST Rubric Implementation data was not collected in 2020-21.	2020-21 Level of Implementation - COST Rubric # of schools implementing COST: 10 of 10 # of schools with All sections at "exemplary": 1 # of schools with all sections at "achieved or above": 6 * 10 of 10 schools completed the COST Rubric.	2022-23 Level of Implementation - COST Rubric # of schools implementing COST: 9 of 9 # of schools with All sections at "Exemplary": 1 # of schools with all sections at "Accomplished or above": 8 * 9 of 9 schools completed the COST Rubric.	2023-24 Level of Implementation - COST Rubric # of schools implementing COST: 9 of 9 # of schools with All sections at "Exemplary": 1 # of schools with all sections at "Accomplished or above": 8 * 9 of 9 schools completed the COST Rubric.	All schools implement COST at an "Exemplary" level (4) on all 9 items.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Coffee Chats" or "Community Conversations"	Local Measurement: Establish Baseline Number of schools hosting "Coffee With the Principal": 100% Number of "Community Conversations" for parents/families of students with disability: 2 meetings	Local Measurement: "Coffee Chats" and "Community Conversations" 2021-22 Number of schools hosting regular "Coffee Chats" with the principal: 10 of 10 Number of "Community Conversations" for parents/families of students with disability: 7 meetings.	Local Measurement: "Coffee Chats" and "Community Conversations" 2022-23 Number of schools hosting regular "Coffee Chats" with the principal: 10 of 10 Number of "Community Conversations" for parents/families of students with disability: 5 meetings and one townhall	Local Measurement: "Coffee Chats" and "Community Conversations" 2023-24 Number of schools hosting regular "Coffee Chats" with the principal: 10 of 10 Number of "Community Conversations" for parents/families of students with disability: 9 meetings	100% of the schools and the Director of Special Education host frequent "Coffee Sessions" for their parents, encouraging participation from parents of unduplicated student groups.
Expulsion Rates	2019-20 CA DataQuest All: 0.0%	2020-21 Expulsion Rate (Data Source: CA DataQuest) All: 0% and for all reported subgroups.	2021-22 Expulsion Rate (Data Source: CA DataQuest) All: 0.1%	2022-23 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	Maintain 0.0%
Dropout Rates	2019-20 CALPADS Report 1.14 Count - State View HS Dropout: 24 MS Dropout: 5 Subgroups: Hispanic: 55.2%; Asian 3.4%;	2020-21 DataQuest and CALPADS Report 1.14 - Four Year Adjusted Cohort Outcome - Dropout HS Dropout: 20 MS Dropout: 3	2021-22 DataQuest and CALPADS Report 1.14- Four Year Adjusted Cohort Outcome - Dropout HS Dropout: 52 MS Dropout: 1	2022-23 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37) AA: 20% (3) Asian: 5.5% (3)	0 Student Dropout

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	African American: 13.8%; Pacific Islander: 3.5%; White: 20.7%; Declined to state: 3.4%	Independent Study: 3 All: 8.5% AA: 0% Asian: 1.7% Filipino: 1.9% Hispanic: 11.6% White: 7.7% 2+ races: 15.8%	Independent Study: 6 All: 8.9% (37) AA: 33.3% (4) Asian: 5.3% (3) Filipino: 4.4% (2) Hispanic: 9.6% (22) White: 8.6% (5) Other subgroups: EL: 17.8% (8) SED: 11% (30) Homeless: 25% (5) Migrant: 15.4% (2)	Filipino: 8.7% (4) Hispanic: 10.6% (25) White: 2.9% (1) Other subgroups: EL: 15.4% (14) SED: 5% (29) Homeless: 35.3% (6) Migrant: No data	
Parent Survey	2018-19 CA School Parent Survey (WestEd): NUSD Main Report Number of respondents: All-186; Elementary-122; Middle School- 64 Parent Involvement Results: * School allows input and welcomes parents' contributions 38% * School encourages me to be an active partner- 37% * School actively seeks the input of parents before making	2021-22 CA School Parent Survey (WestEd): NUSD Main Report Number of respondents: All:280 Elementary:198 Middle School: 82 Parent Involvement Results: % of parents responding Agree or Strongly Agree * School allows input and welcomes parents' contributions: No longer a question on the survey in 21-22	2022-23 CHKS Parent Survey will be available by November 2023. Main Report Number of respondents: All:669 Elementary:532 Middle School: 65 Parent Involvement Results: % of parents responding Agree or Strongly Agree * School allows input and welcomes parents' contributions:	2023-24 CHKS Parent Survey will be available by November 2024. The most recent data is from the 2022-23 CHKS Parent Survey. Main Report Number of respondents: All:669 Elementary:532 Middle School: 65 Parent Involvement Results: % of parents responding Agree or Strongly Agree	Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	important decisions- 22% * Parents feel welcome to participate at this school 38%	* School promptly responds to my phone 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%	No longer a question on the survey in 21-22 * School promptly responds to my phone call, messages, or emails: 86% * School encourages me to be an active partner: 84% * School actively seeks the input of parents before making important decisions: 70% * Parents feel welcome to participate at this school: 84%	* School allows input and welcomes parents' contributions: No longer a question on the survey in 21-22 * School promptly responds to my phone call, messages, or emails: 86% * School encourages me to be an active partner: 84% * School actively seeks the input of parents before making important decisions: 70% * Parents feel welcome to participate at this school: 84%	
Attendance Rates	2019-2020 ADA Reporting Overall: 96.6%	The state did not require reporting of ADA for 2020-21. The following 2019-2020 ADA was reported to the state. Overall: 96.6%	2021-22 ADA Reporting Overall: 91.19%	2022-23 ADA Reporting Overall: 92.6%	ADA Reporting Overall: Maintain or increase 96.6%
Parental participation in programs for	2020-21 Local Data on participation in programs for SWD:	2021-22 Local Data on participation in programs for SWD:	2022-23 Local Data on participation in programs for SWD:	2023-24 Local Data on participation in programs for SWD:	Provide a minimum of 4 professional development session

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities	<p># of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 2</p> <p>% of parents/guardians of Students with Disabilities who agree or strongly agree that they are involved in their student's school: We will use data from the California Healthy Kids Survey to determine the data for this metric. CHKS survey in 2020-21 was not required.</p>	<p># of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 4</p> <p>% of parent/guardians of Students with Disabilities that agree or strongly agree with the following: The school:</p> <ul style="list-style-type: none"> encourages me to be an active partner with the school in educating my child - 84% actively seeks the input of parents before making important decisions - 69% 	<p># of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5</p> <p>% of parent/guardians of Students with Disabilities that agree or strongly agree with the following: CHKS Data will be available in November 2023.</p>	<p># of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 4</p> <p>% of parent/guardians of Students with Disabilities that agree or strongly agree with the following: CHKS Data will be available in November 2024.</p>	<p>offered to staff to support partnering with families of Students with Disabilities.</p> <p>% of parent/guardians of Students with Disabilities that agree or strongly agree with the following: The school:</p> <ul style="list-style-type: none"> encourages me to be an active partner with the school in educating my child - 95% actively seeks the input of parents before making important decisions - 80%

Goal Analysis

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

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

Within Goal 2: Engagement and School Climate, were designed with the intent of building on year 2 strategies that proved to be effective and improving upon any strategies that proved to be ineffective or unsuccessful given our capacity or other factors. Below is a review of any planned actions that were not carried out as intended and an explanation about why this adjustment was made. The purpose of this review is to document the adjustments that were made in order to support continuous improvement of the district practices related to improving student engagement and school climate for our unduplicated students.

Comparison of Planned Actions and Actual Implementation:

- 2.2 Positive Behavior Intervention Support (PBIS): This action was intended to provide additional financial support to schools as they restarted and re-established their site systems for PBIS. The site re-established PBIS in the 2021-22 school year, and was supported again in the 2022-23 school year. By the 2023-24 school year, the sites were able to continue sustainability through their SPSA budget and the LCAP additional funds were no longer needed.
- 2.9 Communication Platform & Technology Support : As the need continue to rise regarding a Technology Tech as well as a standard platform for communication among all educational partners, the communication platform was moved from 2.9 to 2.3 into Parent Involvement and Support. The platform purchased was able to translate into all languages and communicate seamlessly through parents, staff and students, which made it invaluable to the parents and supporting groups. The Technology Support was then moved into 2.4 Data Management Systems in order for the Technology Tech to be involved with the data gathering and presentation. These changes allowed the action items to be streamlined for continuous improvement.

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

The following is a summary of the differences for actions where the adopted budget was different than the actual expenditures. Each action has the number, the title, and explanation of these material differences.

- 2.1 School Climate -Support: This action provided LCAP support for additional assistant principals. The estimated cost of salary and benefits was below the actual cost and needed to be adjusted.
- 2.3 Parent Involvement and Support: This action was carried out as intended and families have provided translation services to support communication and engagement with families. This action provided each school with financial assistance to ensure that this important service is provided. We have found that sites are requesting financial assistance for translation less frequently than in the past. This reduction may be because schools have dedicated staff that support translation.
- 2.4 Data Management System: Budget difference accounts for an additional investment in a dedicated Technology Technician who is funded to provide support services and other technical dimensions of program implementation.
- 2.7 Some expenditures for the site SPSA's were covered by the district, such as language interpretation, thus, many sites did not use all of their allotments. Also, sites were given a hard deadline to spend all of their money by March 1. Many sites struggled with

this because of the transitional nature of the district, there was no one to approve the expenditures. The sites had to receive new quotes for purchases and went over the March 1, 2024 deadline. Even with an extension, all funds were not used.

- 2.10 Manager of Parent Engagement and Health Services/ Coordinator for College, Career and Community Services. The 23-24 LCAP budgeting for this action item was to pay for .5 FTE for the Manager of Parent Engagement and Health Services and the District Community Liaison, however, the District Community Liaison was moved to be funded through Learning Recovery and the Coordinator for College, Career and Community Services was partially funded through this action thus increasing the amount.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In our review of the impact and implementation data for Goal 2, we found that there are some bright spots that indicate improvement and effective practices; however, most metrics remain flat and suggest that we may need to deepen implementation and/or adjust the strategies as we look ahead to revisions. Revisions for 23-24 are described in the following section. Below is a review of the effectiveness of our strategies to promote student and parent engagement.

Student Engagement Strategies (2.1, 2.2, 2.7, 2.8): These strategies were implemented as intended with slight adjustments to the expenditures which are described above. In a review of the data related to these strategies we have found graduation data is decreasing in all areas except Hispanic and Asian, which are increased. We also have Increased data for suspension rates with all subgroups. The most significant change was in our rate of chronic absenteeism, which indicates students that have missed 10% or more days of school. This rate stabilized overall with the greatest increases in African American students (+11) . We believe that strategies outlined here, which are support for additional assistant principals (2.1), PBIS incentives (2.2), site based climate and culture initiatives (2.7), and mental health support for (2.8) are the right strategies, we believe that we need to increase our early intervention and monitoring systems specifically regarding attendance.

Parent Engagement Strategies (2.3, 2.6, 2.10): The strategies within this area and the associated data show positive trends. 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 results show an increase in the number of respondents and show 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 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 (2.3), parent workshops (2.6), and the work of Parent Partners, which is led by the Manager of Parent Engagement and Health Services (2.10) have been effective in making progress on these goals.

Communication and Monitoring Systems (2.4): We have used the LCAP to support a more effective use of data and have begun the work of implementing a universal communication tool. The data services have supported us in 23-24 to do more timely interventions for both attendance and discipline. While the data reported lags, we do have some early indicators that suggest we will see an improvement in

chronic absenteeism and suspension data for this school year. We believe that these monitoring systems and the collaborative response to the data will support the district and the school sites to address the downward trend in the data.

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

In light of the comprehensive review of implementation and impact of our 2023-24 LCAP, we determined to make the following revisions in the 2024-25 LCAP. These revisions are designed to better use the funds made available through the LCAP and to increase the efficacy of the identified actions to meet goals for student and parent engagement.

- 2.1 School Climate - Support. This category will increase based upon funding of 2 1.0 FTE at Newark Memorial High School and 1 1.0FTE at Newark Middle School. These positions have been funded in the past with percentages from the LCAP and other funding sources. In the 24-25 school year, they will be funded entirely from LCAP. There was a reduction of 1 1.0 FTE at Newark Middle School for the 2024-25 school year.
- 2.3 Parent Involvement and Support: We plan to keep this action in 24-25, but will reduce the budget to better align with the spending trends from 23-24.
- 2.4 Data Management System: A slight change will need to be made in the budgeted amount based upon the Technology Tech COLA for the 24-25 school year.
- 2.10 Parent Engagement and Health Services: This action will be combined in 24-25 with the Manager of Parent Engagement and Health Services which provides workshop, leadership and other processes that support parents to be advocates for students and the Coordinator of College, Career, and Community Services, who are both funded by sources outside the LCAP, except for benefits. The slight increase will pay for benefits only.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Conditions of Learning: Establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by:</p> <p>a. Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers).</p> <p>b. Providing and ensuring equitable access to a board course of study.</p> <p>c. Restoring/building trust and a deep understanding of collective work.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services: Williams Act / Compliance and Reporting	<p>2021 Williams Act:</p> <p>Facilities: All sites - Good</p> <p>Instructional Materials: Sufficient</p> <p>CTC Audit Report 2019-20</p> <p>Teacher Vacancies: 0</p> <p>Misassignments: 41*</p> <p>*CalSAAS reports reflect misassignments by instructional period for secondary</p> <p>2019-20 Actuals by Position</p>	<p>2022 Williams Audit: Facilities:</p> <p>Facilities: All sties - Good</p> <p>Instructional Materials: Sufficient and approved by the Newark Board of Education</p> <p>CTC Audit Report 2020-21</p> <p>Teacher Vacancies: 56*</p> <p>Misassignments: 85*</p> <p>*CalSAAS reports reflect vacancies and misassignments by</p>	<p>2023 Williams Audit: Facilities: All sties - Good</p> <p>Instructional Materials: Sufficient and approved by the Newark Board of Education</p> <p>CTC Audit Report 2021-22</p> <p>Teacher Vacancies: 88*</p> <p>Misassignments: 24*</p> <p>*CalSAAS reports reflect vacancies and misassignments by</p>	<p>2024 Williams Audit: Facilities: All sties - Good</p> <p>Instructional Materials: Sufficient and approved by the Newark Board of Education</p> <p>CTC Audit Report 2022-+23</p> <p>Teacher Vacancies: 95*</p> <p>Misassignments: 35*</p> <p>*CTC reports reflect vacancies and misassignments by</p>	<p>2024 Williams Act:</p> <p>Facilities: All Good or Excellent</p> <p>Instructional Materials: Sufficient</p> <p>Teacher Vacancies/Misassignments: 0</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Teacher Vacancies: 0 Misassignments: 19 (Data Source: NUSD Human Resource Department)	instructional period for secondary 2020-21 Actuals by Position Teacher Vacancies: 15 Misassignments: 54 (Data Source: NUSD Human Resource Department)	instructional period for secondary 2021-22 Actuals by Position Teacher Vacancies: 22 Misassignments: 12 (Data Source: NUSD Human Resource Department)	instructional period for secondary 2022-23 Actuals by Position There is no data from the NUSD Human Resource Department for 2022-23 (Data Source: NUSD Human Resource Department)	
Student Survey	2018-19 California Healthy Kids Survey Data: 5th Grade - Table A2.1 - Pg. 3 Average reporting "Yes, most of the time or Yes, all of the time" * School connectedness: 72 % * Academic motivation- 88% * Caring adults in school- 73% * High expectations adults in school: 85% * Meaningful participation: 40% * Social-emotional learning supports- 79% 2017-18 Survey Data: Secondary	The 2021-22 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 181 (47%) * School connectedness: 64% * Academic motivation: 81% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71%	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%	The 2023-2024 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade The number of responses is too low to provide accurate representation 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 240 (69%); 312 (90%); 291 (79%); 24 (30%)	2023 Survey Data: 5th Grade - Table A2.1 - Pg. 3 Average reporting "Yes, most of the time or Yes, all of the time" 5th Grade Sample size: 100% * School connectedness: 100% * Academic motivation: 100% * Caring adults in school: 100% * High expectations adults in school: 100% * Meaningful participation: 100% * Social-emotional learning supports: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Survey results: 7th; 9th; 11th</p> <p>* School connectedness: 24%, 11%, 8%</p> <p>* Academic motivation: 39%, 30%, 24%</p> <p>* Caring adults relationships: 26%, 24%, 24%</p> <p>* High expectations: 42%, 33%, 31%</p> <p>* Meaningful participation: 11%, 9%, 9%</p> <p>* Facilities upkeep: 13%, 3%, 4%</p>	<p>7th; 9th; 11th; NT (Non-traditional)</p> <p>Relative Sample Size: 282 (79%); 245 (59%); 196 (48%); 23 (35%)</p> <p>* School connectedness: 42%; 47%; 41%; 61%</p> <p>* Academic motivation: 60%; 60%; 56%; 69%</p> <p>* Caring adults relationships: 50%; 53%; 50%; 51%</p> <p>* High expectations: 69%; 68%; 60%; 72%</p> <p>* Meaningful participation: 17%; 19%; 21%; 23%</p> <p>* Facilities upkeep: 21%; 14%; 16%; 58%</p>	<p>* Social-emotional learning supports: 69%</p> <p>7th; 9th; 11th; NT (Non-traditional)</p> <p>Relative Sample Size: 326 (86%); 108 (30%); 188 (44%); 30 (29%)</p> <p>* School connectedness: 44%; 40%; 42%; 45%</p> <p>* Academic motivation: 59%; 55%; 52%; 59%</p> <p>* Caring adults relationships: 47%; 42%; 56%; 49%</p> <p>* High expectations: 61%; 52%; 63%; 72%</p> <p>* Meaningful participation: 18%; 14%; 24%; 15%</p> <p>* Facilities upkeep: 16%; 15%; 13%; 56%</p>	<p>* School connectedness: 37% ; 41% ; 41% ; 44%</p> <p>* Academic motivation: 57% ; 58%; 56%; 55%</p> <p>* Caring adults relationships: 45%; 46%; 51%; 54%</p> <p>* High expectations: 62%; 59%; 61%; 64%</p> <p>* Meaningful participation: 18%; 17%; 23%); 28%</p> <p>* Facilities upkeep: 11%; 17%; 11%; 39%</p>	
AP Enrollment	<p>Local Measurement:</p> <p>2019-20 AP % of total enrollment (dataquest) that were enrolled (Synergy) in one or more AP courses = 27.4%</p>	<p>Local Measurement: 2020-21</p> <p>AP % of total enrollment in one or more AP courses: 498 of 1617 or 31%</p> <p>Local Measurement: 2021-22</p>	<p>Local Measurement: 2022-23</p> <p>AP % of total enrollment in one or more AP courses: (Source: Synergy)</p> <p>524 of 1472 or 36%</p> <p>208 Hispanic: 40%</p>	<p>Local Measurement: 2023-24</p> <p>AP % of total enrollment in one or more AP courses: (Source: Synergy)</p> <p>480 taking one or more AP courses out</p>	<p>AP Enrollment % enrolled in at least one AP course:</p> <p>All: 45%</p> <p>Subgroups within 5% of "All" rates</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Enrolled in at least one or more AP courses: EL: 1.09% (synergy data); SED: 41.36% (Illuminate SED data); Hispanic: 43.33% (synergy data); African American: 3.06% (synergy data); SpEd = 4.81% (synergy data)	403 students taking one more more AP courses of 1634 total enrollment NMHS (Source: DataQuest) 24.7% 9 EL: 2.2% 150 SED: 37.2% 146 Hispanic: 36.2% 10 African-American: 2.5% 27 SpEd: 6.7%	16 African American: 3% 23 English Learners: 4% Low income and SwD data not available in the local report.	of 1496 or 32% (Source: Synergy) 190 of Hispanic: 39.6% 8 of African American: 3.6% Low income, English Learner and SwD data not available in the local report.	
AP Exams	2019-2020 CA Dashboard Percentage passing an AP exam with a score of 3 or higher All: 42.9%; Asian: 72.7%; Filipino: 52.2%; Hispanic: 31.3%; White: 36.4%; ELs: 40.0%; SED: 34.2%; SwD: 0.0%; Homeless: 100%	2020-21 AP Summary Score Report Percentage of AP exams with a score of 3 or higher All: 53% AP Exam data by demographic group is not available on the AP Summary Score Report and CA Dashboard is unavailable for the next 2 years. We will develop a data tool to analyze demographic data in June 2022.	2021-22 AP Summary Score Report Percentage of AP exams with a score of 3 or higher All: 51% 3+ score = 354 Total Exams = 698 Asian: 51% (includes Filipino) Hispanic: 49% White: 52% API: 46% 2+: 55% ELs: Not available on AP report SED: Not available on AP report	2022-23 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% Homeless: 66.7%	CA Dashboard Percentage passing an AP exam with a score of 3 or higher All: 70%; subgroups within 5% of All students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SwD: Not available on AP report Homeless: Not available on AP report		
Regional Occupational Program Participation Rates	<p>Local Measurement: Number of students participating in ROP</p> <p>2020-21 Enrollment Counts</p> <p>Total number of courses: 39</p> <p>Student count (one course): 630</p> <p>Student count (multiple courses): 864</p> <p>2018-19 CTE Data</p> <p>CTE Pathway Completers: 163</p> <p>CTE College Credit: 359</p>	<p>Local Measurement: Number of students participating in ROP</p> <p>2021-22 Enrollment Counts</p> <p>Total number of courses: 33</p> <p>Student count (one course): 534</p> <p>Student count (multiple courses): 125</p> <p>2021-22 CTE Pathway Completers: 124 pathways completed by 102 students</p> <p>CTE College Credit: 226 total credits earned over 283 classes by 221 students</p>	<p>Local Measurement: Number of students participating in ROP</p> <p>2022-23 Enrollment Counts</p> <p>Total number of courses: 33</p> <p>Student count (one course): 554 students took 658 courses</p> <p>Student count (multiple courses): 202 students took more than one course</p> <p>2022-23 CTE Pathway Completers: potential for 113 students to complete 155 pathways*</p> <p>CTE College Credit: potential for 1607 credits to be earned over 432 courses by 298 students*</p>	<p>Local Measurement: Number of students participating in ROP</p> <p>2023-24 Enrollment Counts</p> <p>Total number of courses: 39</p> <p>Student count (one course): 458 students took 631 courses</p> <p>Student count (multiple courses): 147 students took more than one course</p> <p>2023-24 CTE Pathway Completers: potential for 128 students to complete 148 pathways*</p> <p>CTE College Credit: potential for 2097 credits to be earned over 579 courses by 465 students*</p>	<p>Local Measurement: Number of students participating in ROP</p> <p>* Increase student count (one course): 750</p> <p>* Increase CTE pathway completion: 200</p> <p>* Increase CTE college credit: 500</p> <p>* Increase count in A-G courses</p> <p>* Increase count completing A-G courses</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			* These are estimates. Final data will be available by 6/9."	* These are estimates. Final data will be available by 6/9."	
Broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable:	All students are provided with the content area courses required in Ed. Code.	All students are provided with the content area courses required in Ed. Code.	All students are provided with the content area courses required in Ed. Code.	All students are provided with the content area courses required in Ed. Code.	Maintain: All students are provided with the content area courses required in Ed. Code.
Staff Survey	2020-21 California Healthy Kids Survey Survey was not required in 2020-21.	2021-22 California Healthy Kids Survey: Staff Responses Total Responses: 113 (ES: 66, MS:12, HS: 35) % of respondents marking "Strongly agree": * Caring adult relationships: 52% * High Expectations-adults in school: 57% * Student meaningful participation: 32% * Promotion of parent involvement: 39% * Student learning environment: 42% * Facilities upkeep: 52%	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%	2023-24 Staff CHKS Survey will be available in Fall 2024.	* 80% of staff responds to the survey * At minimum, all sections/questions have a 70% rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		* Support for social emotional learning: 34% * Provides adequate counseling support services: 27% * Anti-bullying climate: 38%	* Support for social emotional learning: 26% * Provides adequate counseling support services: 19% * Anti-bullying climate: 30%		
After-School Programs	2020-21 After-school Program Engagement % of low-income, English Learner, or Foster Youth students participate in after-school programs No After-school programs provided	2021-22 After-school Program Engagement % of low-income, English Learner, or Foster Youth students participate in after-school programs Schilling: <ul style="list-style-type: none"> Homeless/Foster Youth: 5% English Learner: 71% Low-income: 37% Coyote Hills: <ul style="list-style-type: none"> Homeless/Foster Youth: 6% English Learner: 70% Low-income: 68% NJHS:	2022-23 After-school Program Engagement % of low-income, English Learner, or Foster Youth students participate in after-school programs All: <ul style="list-style-type: none"> Homeless/Foster Youth: 1% English Learner: 14% Low-income: 37% SwD: 6% Schilling: <ul style="list-style-type: none"> Homeless/Foster Youth: 2% English Learner: 23% Low-income: 56% SwD: 2% BGI: <ul style="list-style-type: none"> Homeless/Foster Youth: 0% English Learner: 14% 	2023-24 After-school Program Engagement % of low-income, English Learner, or Foster Youth students participate in after-school programs All: <ul style="list-style-type: none"> Schilling: 69% BGI: 54% Birch Grove Primary: 63% Coyote Hills: 71% Kennedy: 36% Lincoln: 71% NMS: 34% 	All after-school program student demographics will meet or exceed a proportional representation for each of the following subgroups: Homeless/Foster Youth English Learner Low-income

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Homeless/Foster Youth: 6.5% English Learner: 68% Low-income: 20% 	<p>Low-income: 32% SwD: 8%</p> <p>Birch Grove Primary: Homeless/Foster Youth: 0% English Learner: 12% Low-income: 24% SwD: 1%</p> <p>Coyote Hills: Homeless/Foster Youth: 1% English Learner: 19% Low-income: 52% SwD: 3%</p> <p>Kennedy: Homeless/Foster Youth: 3% English Learner: 13% Low-income: 30% SwD: 6%</p> <p>Lincoln: Homeless/Foster Youth: 1% English Learner: 11% Low-income: 31% SwD: 9%</p> <p>NJHS: Homeless/Foster Youth: 1% English Learner: 9% Low-income: 36%</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			SwD: 14%		
Professional Learning on Intervention Strategies	<p>2020-21 Teacher PD on Intervention</p> <p>% of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students - 100%</p> <p>% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%</p>	<p>2021-22 Teacher PD on Intervention</p> <p>% of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students - 100%</p> <p>% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%</p>	<p>2022-23 Teacher PD on Intervention</p> <p>% of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students: 100%</p> <p>% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%</p>	<p>2023-2024 Teacher PD on Intervention</p> <p>% of teachers who participate in professional development focused on intervention strategies for low-income, English Learner, or Foster Youth students: 100%</p> <p>% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%</p>	100% of staff will be trained on intervention yearly.
Work-based Experience for Students with Disabilities	<p>2020-21</p> <ul style="list-style-type: none"> # of Students with Disabilities who complete at least 50 hours of transition classwork or 	<p>2021-22</p> <ul style="list-style-type: none"> # of Students with Disabilities who complete at least 50 hours of transition classwork or 	<p>2022-23</p> <ul style="list-style-type: none"> # of Students with Disabilities who complete at least 50 hours of transition classwork or work-based experience: 12 or 100% of students in the TALL Program 	<p>2023-24</p> <ul style="list-style-type: none"> # of Students with Disabilities who complete at least 50 hours of transition classwork or work-based experience: 100% of students in the TALL Program 	All students graduating from NUSD or the TALL program will have 50 hours of transition classwork or work-based experience and a presentation from the Transition Partnership Program about employment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	work-based experience: 0 Distance learning limited student access to work-based experiences.	work-based experience: 7			readiness or college support.
Foster and Unhoused Youth Support	2020-21 # of meetings convened for Foster Youth and McKinney-Vento social workers: 1	2021-22 # of meetings convened for Foster Youth and McKinney-Vento social workers: 5	2022-23 # of meetings convened for Foster Youth and McKinney-Vento social workers: 3	2023-24 # of meetings convened for Foster Youth and McKinney-Vento social workers: 5	Maintain or exceed at least 5 meetings per year with Foster Youth and McKinney-Vento parent and family liaisons.

Goal Analysis

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

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

Within Goal 3: Conditions of Learning were designed with the intent of building on year 2 strategies that proved to be effective and improving upon any strategies that proved to be ineffective or unsuccessful given our capacity or other factors. Below is a review of any planned actions that were not carried out as intended and an explanation about why this adjustment was made. The purpose of this review is to document the adjustments that were made in order to support continuous improvement of the district practices related to improving student engagement and school climate for our unduplicated students.

Comparison of Planned Actions and Actual Implementation:

- 3.13 Daily Rate for Guest Teachers: This action was developed to increase the daily compensation rate for guest teachers to increase in daily pay in order for Newark Unified School District to be in a comparable market with the surrounding school districts. From the time of the writing of the LCAP to the academic school year starting, the District participated in rounds of negotiations and this action has been addressed through a new memorandum of understanding. This MOU has increased the daily rate and long term substitute rate and has rendered this action item null and void.

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

The following is a review of the material differences between the Budgeted Expenditures and the Estimated Actual Expenditures.

Budget Expenditures and Estimated Actual Expenditures:

- 3.5 Bi-literacy Pathway Recognition & Reclassification celebration: The action was under utilized in the 23-24 school year because of overage of supplies for TK-8 no supplies, which speaks to the management of our resources. However, those same supplies will need to be purchased for the 24-25 school year, so the action will be reduced fifteen percent for the projected future.
- 3.6 Science Education: LCAP funding was established to pay for buses and teacher stipends for overnight stays during Science Camp for all fifth graders in NUSD. Buses were underestimated and the funding was increased.
- 3.7 STEAM Initiative: This budget included an estimated cost for refurbishing Makerspace materials at all school sites, and the need was overestimated at the schools. Most Makerspaces did not need the same level of supply refurbishment as intended due to strong materials management by the Science Resource Teachers at the elementary schools. In addition, this also included a STEAM Expansion strategy with the STAR Lab at the comprehensive high school. This action was under utilized and adjustments will need to be made for the next LCAP budget.
- 3.12 Additional Support for Site Level Activities: We have noted earlier that this action represents one third of the total funds allocated to sites for the SPSA budget. We have noted that schools underspent their SPSA budgets and have planned adjustments to support more timely spending in 24-25.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In our review of the impact and implementation data for Goal 3, we found some improvement to our metrics in this area, which is positive sign that our interventions are working to improve the conditions for student learning in our system. A review of impact of our actions (which are grouped by theme) is listed below. In the next section you will find a review of the adjustment we plan to make in 2024-25.

Access to Broad Course of Study is supporting Improvement in some achievement indicators (3.12 and the A-G Improvement Grant Plan): The site plans, specifically those at the secondary level, provided an increased access to college and career workshops, AP Summer Bridge Program, and college visits and supported intervention time within the school day for all students. We believe that these actions contributed to some positive trends for students, specifically with regard to Advanced Placement, Regional Occupational Programs (ROP), and access to after-school programs. This access is increasing the % of participation for our target student demographic groups such as students that come from low-income households, are English Learners, and/or are foster youth. We are specifically encouraged by the significant increase in the CTE college credits potentially earned in our career pathways, and credit this work to the role that high school counselors have played in supporting students to access these courses and to make sure that the technical elements (such as correctly coded courses) are in place to ensure students get the credits that they have earned.

Conditions for a Safe, Connected, and Inclusive Learning Environment(3.4, 3.5, 3.6, 3.7) - However we see mixed results on student satisfaction as reported on CHKS. When we compare the elementary results to 2022-23, in the results are relatively maintaining the same percentages. However, for 7th, 9th, and 11th graders, the percentages fluctuate, and it's important to note that these are the only grade levels that are expected to complete this survey annually. The percentage for Caring Adults in 11th grade has increased +6% in eleventh graders, however, in the non traditional setting, all areas decreased. We still see the need to improve in all areas for our secondary students, specifically in improving meaningful participation, school connectedness, and facilities upkeep, which were all below 50% satisfaction. We believe that our STEAM Initiatives and new language pathway awards and recognitions, as well as the ongoing professional learning on linguistically and culturally inclusive practices will also contribute to growth in the coming year. Unfortunately, 23-24 has been a year of transitional change in staff across the district, which has filtered into the student experience.

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

The majority of actions, metrics, and outcomes identified in 2023-24 will largely remain the same for 2024-25. Our district is committed to continuous improvement, and as a result of reflection on implementation and impact data, we plan to make the following adjustments to Goal 3: Conditions for Student Learning

Adjustments to Actions:

- 3.13 Daily Rate for Guest Teachers: This action was developed to increase the daily compensation rate for guest teachers to increase in daily pay in order for Newark Unified School District to be in a comparable market with the surrounding school districts. From the time of the writing of the LCAP to the academic school year starting, the District participated in rounds of negotiations and this action has been addressed through a new memorandum of understanding. This MOU has increased the daily rate and long term substitute rate and has rendered this action item null and void.
- 3.07 STEAM Expansion Strategy: We are planning for reduced expenses related to this action as we head into the 4th year of the implementation of NUSD's STEAM Expansion Strategy. We no longer need the same level of funding for developing curriculum and other instructional resources. This action will focus on maintaining the resources needed in the STAR Lab and resources needed to continue high-quality teaching and learning in the Family Code Nights, and the afterschool club, Girls Who Code.
- Teacher Vacancies/Mis-assignments: This metric is unable to be defined in the 2023-24 school year because of the transitional nature of the Human Resource Department during this school year. At this time there is no data to determine any increase or decrease or how effective the implemented plans have been utilized.

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

Goals and Actions

Goal

Goal #	Description
4	Ensure all students with disabilities are receiving appropriate accommodations and services in order to meet engagement and achievement goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Alternate Assessment (CAA) for English Language Arts	<p>2018-19 Performance on English Language Arts CAA (CAASPP Dashboard)</p> <p>0.00 % of students that showed understanding of core concepts (Level 3) 24.14 % of students that showed foundational understanding of core concepts (Level 2) 75.86 % of students that showed limited understanding of core concepts (Level 1)</p>	No data available in 2020-21.	<p>2021-22 Performance on English Language Arts CAA (CAASPP Dashboard)</p> <p>7.14% of students that showed understanding of core concepts (Level 3) 32.14% of students that showed foundational understanding of core concepts (Level 2) 60.71% of students that showed limited understanding of core concepts (Level 1)</p>	<p>2022-23 Performance on English Language Arts CAA (CAASPP Dashboard)</p> <p>4.17% of students that showed understanding of core concepts (Level 3) 29.17% of students that showed foundational understanding of core concepts (Level 2) 66.67% of students that showed limited understanding of core concepts (Level 1)</p>	<p>2023-24 Performance on English Language Arts CAA (or Similar to Alameda County Performance)</p> <p>15.02 % of students that showed understanding of core concepts (Level 3) 34.30% of students that showed foundational understanding of core concepts (Level 2) 50.68% of students that showed limited understanding of core concepts (Level 1)</p>
California Alternate Assessment (CAA) for Mathematics	2018-19 Performance on Mathematics CAA (CAASPP Dashboard)	No data available in 2020-21.	2021-22 Performance on Mathematics CAA (CAASPP Dashboard)	2022-23 Performance on Mathematics CAA (CAASPP Dashboard)	2023-24 Performance on Mathematics CAA (or Similar to Alameda County Performance)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	0.00 % of students that showed understanding of core concepts (Level 3) 7.14 % of students that showed foundational understanding of core concepts (Level 2) 92.86 % of students that showed limited understanding of core concepts (Level 1)		0.00% of students that showed understanding of core concepts (Level 3) 17.86% of students that showed foundational understanding of core concepts (Level 2) 82.14% of students that showed limited understanding of core concepts (Level 1)	4.17% of students that showed understanding of core concepts (Level 3) 16.67% of students that showed foundational understanding of core concepts (Level 2) 79.17% of students that showed limited understanding of core concepts (Level 1)	9.68% of students that showed understanding of core concepts (Level 3) 27.21% of students that showed foundational understanding of core concepts (Level 2) 63.11% of students that showed limited understanding of core concepts (Level 1)
California Alternate Assessment (CAA) for Science	2021-22 Performance on Science CAA (CAASPP Dashboard)* 18.18% of students that showed understanding of core concepts (Level 3) 9.09% of students that showed foundational understanding of core concepts (Level 2) 72.73% of students that showed limited understanding of core concepts (Level 1) *Assessment was new in 2021-22	No data available in 2020-21.	2021-22 Performance on Science CAA (CAASPP Dashboard) 18.18% of students that showed understanding of core concepts (Level 3) 9.09% of students that showed foundational understanding of core concepts (Level 2) 72.73% of students that showed limited understanding of core concepts (Level 1)	2022-23 Performance on Science CAA (CAASPP Dashboard) In order to protect student privacy, this data has been suppressed by the CDE because fewer than 11 students tested.	2023-24 Performance on Mathematics CAA (or Similar to Alameda County Performance) 25.71% of students that showed understanding of core concepts (Level 3) 36.53% of students that showed foundational understanding of core concepts (Level 2) 37.76% of students that showed limited understanding of core concepts (Level 1)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Proficiency for Summative Alternative ELPAC	<p>2021-22 Alternative Summative ELPAC Performance Results (CAASPP Dashboard)</p> <p>19.05% Fluent English Proficient 42.86% Intermediate English Learner 38.10% Novice English Learner</p> <p>*Assessment was new in 2021-22</p>	No data available in 2020-21.	<p>2021-22 Alternative Summative ELPAC Performance Results (CAASPP Dashboard)</p> <p>19.05% Fluent English Proficient 42.86% Intermediate English Learner 38.10% Novice English Learner</p>	<p>2022-23 Alternative Summative ELPAC Performance Results (CAASPP Dashboard)</p> <p>5.88% Fluent English Proficient 64.71% Intermediate English Learner 29.41% Novice English Learner</p>	<p>2023-4 Alternative Summative ELPAC Performance Results (or Similar to Alameda County Performance)</p> <p>32% Fluent English Proficient 38% Intermediate English Learner 29% Novice English Learner</p>
Distance from Standard (CA Dashboard)	<p>2018-19 Distance from Meeting Standard for Students with Disabilities (CA Dashboard)</p> <p>ELA: 104.7 points below standard Math: 128.6 points below standard</p>	No data available in 2020-21.	<p>2021-22 Distance from Meeting Standard for Students with Disabilities (CA Dashboard)</p> <p>ELA: 101.8 points below standard Math: 127 points below standard</p>	<p>2022-23 Distance from Meeting Standard for Students with Disabilities (CA Dashboard)</p> <p>ELA: 102.3 points below standard Math: 123.5 points below standard</p>	<p>2023-24 Distance from Meeting Standard for Students with Disabilities</p> <p>ELA: 66.9 points below standard or the same as the Alameda County average Math: 92.3 points below standard or the same as the Alameda County average</p>
Chronic Absenteeism (CA Dashboard)	<p>2018-19 Percentage of Students with Disabilities that are missing 10% or more school days. (CA Dashboard)</p>	No data available in 2020-21.	<p>2021-22 Percentage of Students with Disabilities that are missing 10% or more school days. (CA Dashboard)</p>	<p>2022-23 Percentage of Students with Disabilities that are missing 10% or more school days. (CA Dashboard)</p>	<p>2022-23 Percentage of Students with Disabilities that are missing 10% or more school days. (CA Dashboard)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11% chronically absent		21.8% chronically absent	20.9% chronically absent	19% chronically absent
Graduation Rate (CA Dashboard)	2018-19 Percentage of Students with Disabilities receiving a high school diploma (CA Dashboard) 73.6% graduated	No data available in 2020-21.	2021-22 Percentage of Students with Disabilities receiving a high school diploma (CA Dashboard) 74% graduated	2022-23 Percentage of Students with Disabilities receiving a high school diploma (CA Dashboard) 69.6% graduated	2021-22 Percentage of Students with Disabilities receiving a high school diploma (CA Dashboard) 77 % graduated
Individualized Education Plan (IEP) Audits	2022-23 Summary of Internal IEP Audits # of IEP Audits Conducted: 25 % if total IEPs: 3% Average # of Errors (Out of a Total of 14 Errors): 7	N/A - New metric	2022-23 Summary of Internal IEP Audits # of IEP Audits Conducted: 25 % if total IEPs: 3% Average # of Errors (Out of a Total of 14 Errors): 7	2023-2024 Summary of Internal IEP Audits # of IEP Audits Conducted: 54 % of total IEPs: 7% Average # of Errors (Out of a Total of 13 Errors): 3	2023-24 Summary of Internal IEP Audits # of IEP Audits Conducted: 80 % if total IEPs: 10% Average # of Errors (Out of a Total of 14 Errors): 4
Special Education and General Education Student Inclusion Events	2022-23 Student Inclusion Events Goal:3 Actual: 1 (Special Olympics)	N/A - New metric	2022-23 Student Inclusion Events Goal:3 Actual: 1 (Special Olympics)	2023-24 Student Inclusion Events Goal:3 Actual: 1 (Special Olympics)	2023-24 Student Inclusion Events Goal:3 Actual: 1 (Special Olympics)
NUSD & SELPA Community Events	2022-23 NUSD and SELPA Regional Community Events Total number of Events: 5	N/A - New metric	2022-23 NUSD and SELPA Regional Community Events Total number of Events: 5	2023-24 NUSD and SELPA Regional Community Events Total number of Events: 11	2023-24 Total number of Events: 5 Average Participation: 120

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Average Participation: 100		Average Participation: 100	Average Participation: 50	

Goal Analysis

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

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

Goal 4.1 was added to the LCAP for the 2023-24 school year. In year 2023-2024 this goal was located in Goal 1.3 as Academic Supports for Students with Disabilities, however, in order to support a dedicated focus on this important student group and their families, and to give an opportunity to address the root causes that have led to significant disproportionality for students with IEPs, this goal was implemented.

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

There is only one action item in goal 4 with a budgetary focus to ensure all students with disabilities are receiving appropriate accommodations and services in order to meet engagements and achievement goals. The budgeted amount for this goal in the 2023-24 LCAP was higher than the actual expenditure for the year because the position specified in the plan was for a .6 FTE and the ending result was a .3 FTE. The difference in FTE can be attributed to the need for the position and services. The 2024-25 LCAP will reflect the .3 FTE funding.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The metric data above does not show an increase in the effectiveness of this specific goal for the 2023-24 academic school year for most areas. However, we did see improvement in the number of NUSD and SELPA Reginal Community Events, the decline in errors in the IEP Internal IEP Audits, and a decline in students with disabilities that are missing 10% or more of the school days. Even though the services for the year did not reflect the desired increase, this could also be attributed to the recent transitional nature of the school district and the amount of time for growth. The plan to continue services in the 2024-25 LCAP will allow for greater implementation of the services to determine data to increase, decrease or change services.

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

The goal for students with disabilities will be moved into Goal 1: Student Achievement for the 2024-25 LCAP. The change in location is the result of ensuring that all students will be served through not only the services listed in this goal, but the additional services listed in Goal 1. Students with disabilities will continue to have the services outlined in this goal, but will also benefit from the varied support for English Learners and Multilingual Education, the academic Intervention and Support, as well as the Technology Services to Assist Instructional Programs that Goal 1 can provide. The metrics will still be a determining baseline for our data to reflect if this move will be effective.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023



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	Richelle Piechowski Director of Special Projects	rpiechowski@newarkunified.org 510-818-4113

Plan Summary [2024-25]

General Information

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

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 and 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 new Newark Unified School District (NUSD).

NEWARK UNIFIED SCHOOL DISTRICT

NUSD serves approximately 4,955 students in preschool through adult education with 11 schools: six elementary schools (including TK programs at all schools); one middle school; one comprehensive high school that provides college-preparatory and career education opportunities; one continuation high school; one independent study school; and one adult school that offers GED, language, and other personal-growth courses. During the 2023-2024 school year, NUSD continued to improve on delivering on its promise to provide a world-class education to students. Our middle school added 6th grade in 2022-2023, providing an additional year of secondary instruction and engagement. This program includes early opportunities for students to experience a wide range of electives, including visual and performing arts, as well as robotics and computer science courses. Additionally, the sixth grade program has imbedded intervention time during the school day for all sixth grade students. The Spanish Dual Language Program at Schilling Elementary will add 4th grade in 2024-2025 and will continue to add another grade for the next year until the program is complete, reaching all K-5 grades. Newark Memorial High School continues to expand the STAR Lab and STAR Academy, which provides a comprehensive course sequence to prepare students with the skills and competencies needed to excel in the computer science and technology industry. Crossroads Virtual Academy will become Crossroads Independent Study Academy in 2024-2025 and is situated on and share space with Bridgepoint High School to create the MacGregor Campus.

NEWARK USD 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 2023 California Dashboard:

Student Race/Ethnicity

- Hispanic 52.0%
- American Indian/Alaskan 0.3%
- Filipino 8.3%
- Asian 17.3%
- African American 2.7%
- Pacific Islander 2.1%
- White 9.3%
- Two or More Races 5.7%

In addition, 22.4% of the total population are English learners, 43.5% are socioeconomically disadvantaged and 0.2% are in foster care. Overall, 53.41% of NUSD students fall into the state-defined category of unduplicated students. This means that less 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 service are our students with disabilities (14.5%) as well as homeless students (3.5%). (Data cited from CA School Dashboard, 2023: <https://www.caschooldashboard.org/reports/01612340000000/2023>)

Starting in the 2024-2025 academic school year, Bridgepoint High School, the continuation high school, will receive state Equity Multiplier Funds 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, and for students who are prepared for college or a career, the data shows 97.5% of the graduating class of 2023 as not prepared.

NEWARK USD GUIDING PRINCIPLES

Our 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 STRATEGIC 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. These Core Values are as follows:

-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, marital status, 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, 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 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.

GRADE LEVEL ACHIEVEMENT AND LANGUAGE ACQUISITION

- Literacy Achievement: An analysis of reading results is showing continuing impacts of pandemic influenced unfinished learning. A review of summative (ELA SBAC) data found that overall there is a 7% decline between 2019 and 2023 from 51% to 44% of students meeting or exceeding standards. This trend mirrors the results from the local formative assessment (Reading i-Ready). When comparing the winter reading results from i-Ready across three years), results have declined by 1% overall. It is encouraging to note that results for the cohort of students currently in third grade have shown an increase from 50% in 2022 to 63% in 2024. Overall third grade results are strongest between Winter 2022, 2023 and 2024 with on or above grade level scores of 68%, 64% and 63% respectively.

*Math Achievement: In the analysis of both summative (Math SBAC between 2019-2023) and formative assessments (Math i-Ready, Winter results between Winter 2020-2024), it appears that students meeting or exceeding standards/on or above grade level have declined from 38% to 35% overall on SBAC and 50% to 43% overall on i-Ready. SBAC Math results show an increase of 14% from 13% to 27% for English Learners, 23% to 35% for Unhoused students, from 21% to 27% for African American students. There is also a decline from 74% to 62% for Asian students, and from 54% to 45% for White students from the years 2019, 2022 and 2023. i-Ready results reflect a decline from 50% in Winter 2020 to 43% in Winter 2024. Outcomes for third graders increase from 49% to 53% and for fourth graders from 41% to 48% between Winter 2022 to Winter 2024,

*Achievement for Students with IEPs: Based on the state assessment results on the CA Dashboard, students with IEPs are ranked as having "low" performance on both Math and ELA and are ranked orange. More specifically, students with IEPs are 102.3 points below standard in ELA, an increase of 3.9 points and 123 points below standard in Math, an increase of 11.3 points between 2022 and 2023. These results are

encouraging given the specific focus on achievement and progress for students with IEPs reflected in the LCAP.

- Progress for English Learners: 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 steady between 2020 and 2023 with 21% of English Learners represented as reclassified within the EL population.

COLLEGE AND CAREER READINESS

- Graduation rate overall declined based on CA Dashboard results between 2019 and 2023 from 89% to 84% overall. Significant declines were noted for Unhoused students (-35%), African American students (-14%) and White students (-9%). Between 2022 and 2023, overall graduation rate declined by 4% and all student groups showed a decline in graduation rate, reflecting the ongoing impacts of the global pandemic and unfinished learning.
- Advanced Placement percentage of students passing an AP exam with a score of 3 or higher, representing a qualified understanding of the subject material and college credit for the equivalent college level course. The percentage of students that took and passed an AP exam with a score of 3 or better increased from 43% to 46% between 2020 and 2023 (+4%).
- Met A-G Requirements for UC/CSU: The percentage of students meeting A-G requirements has shown a significant increase from 2020-2023 from 30%-43% meaning that students have a grade point average (GPA) of 3.0 or better for UC and a GPA of 2.0 or better for CSU admission. (A student's high school GPA is calculated using grades earned in all of their college preparatory A-G classes completed after the 9th grade). Significant increases are noted for English Learners from 6.6% to 16% and from 21% to 34% for students who are Socioeconomically Disadvantaged.

*CTE Pathways: The percentage of students completing a Career Technical Education pathway has increased from 5.5% in 2019 to 17.7% in 2023 representing a significant investment in support for CTE through multiple efforts. The most significant increases have occurred for Hispanic students from 3% to 11.9% (+8.9%) and Filipino students from 0% to 42.3% (+42.3%).

NUSD has made some significant efforts to improve the outcomes with regard to College and Career Readiness. The work of our Coordinator of Equity and Access, a position made possible by the state A-G Improvement Grant, and our high school counselors have been effective in addressing systemic barriers to student readiness. This work has included professional learning and collaboration meetings 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. This work has included a 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 process to ensure students and families have the paperwork and plans in place to attend.

PARENT/GUARDIAN AND STUDENT EXPERIENCES:

- **Parent Engagement:** The strategies within this area and the associated data show positive trends. 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 results show an increase in the number of respondents and show 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 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.

***Student Engagement:** We see mixed results on student satisfaction as reported on CHKS. When we compare these results to 2018-19 (the last available and reliable data set), there is a slight decrease in most metrics for 5th, but a slight increase in the results for 7th, 9th, and 11th graders, and it's important to note that these are the only grade levels that are expected to complete this survey annually. The biggest decrease for 5th grade students is regarding social emotional learning supports (-9%) and caring adults (-9%), and the second biggest declines are for school connectedness (8%) and academic motivation (-8%). By contrast, 7th, 9th and 11th graders had improvements on similar topics with most positive responses increasing my double. However, we still see the need to improve in a few key areas for our secondary students, specifically in improving meaningful participation, school connectedness, and facilities upkeep, which were all below 50% satisfaction. We believe that our STEAM Initiatives and new language pathway awards and recognitions, as well as the ongoing professional learning on linguistically and culturally inclusive practices will also contribute to growth in the coming year.

***Chronic Absenteeism has appeared to stabilize:** A student is considered chronically absent if they are absent 10% or more days in the school year. 15.8% of students in NUSD were chronically absent in 2023, showing no change since 2022. Pacific Islander students (33%), unhoused students (27%), African American students (36%), students with disabilities (21%) were all above the overall average. This trend is concerning and deeply impacts the overall academic performance of students and increases their likelihood to not complete their secondary education or pursue college or career opportunities.

***Increase in overall attendance rates increased by 1% in 2022-23,** moving from 96% in 2019-20 to 92.6% tin 2023 ADA reporting. It's important to note that the state didn't report average daily attendance to be reported in 2020-21 or 2021-22 as a result of distance learning attendance collection protocols.

Suspension Rates of Students that are African American:

***According the CA Dashboard,** our overall suspension rate in 2023 was ranked as "low", showing an increase of 1.9% (5.2% overall) of students suspended one or more times during the school year. However, the ranking for our students that are African American, English Learners, Homeless, Pacific Islander or Socioeconomically Disadvantaged are all rated as "Very High", meaning these groups of students are disproportionately represented in our suspension data and have shown an increase in the suspension rate from the previous year.

Prior LCAP actions such as professional learning on unconscious bias, culturally responsive and inclusive instructional practices, and de-escalation techniques for teachers and school staff; ongoing support for improving the COST and PBIS systems to support positive school

climates that center on community norms and values and provide a system through which students can get additional supportive resources; and continued investment in curriculum, training, and structural resources needed to support social and emotional wellbeing, including group and 1:1 counselors at all schools. The most impactful adjustment was made to our discipline and intervention procedures. We made significant effort to revise guidance documents and train office staff and school leaders on this important tool. The NUSD Student Discipline and Intervention Matrix emphasizes equity, social-emotional framework, and a tiered approach to support, allowing for universal, supplemental, and intensive levels of support. The resource also makes it clear to all members of the system when level of intervention for different levels of student behavior, and what kind of interventions must be offered or tried prior to an escalation in the intervention.

Staff Satisfaction (California School Staff Survey is administered every other year. The most current data is from 2022. The survey will be re-administered in Fall 2024) :

Based on results from 2022, there is a low level of staff reported satisfaction. The Staff Survey results from the annual CSSS Survey was collected in 2021-22, and we received responses from the majority of teachers (total 113). The data show that many responses in the affirmative (either strongly agree or agree) were below 50%. Those topics that were low had to do with meaningful student participation (32%), promotion of parent involvement (39%), student learning environment (42%), support for social emotional learning (34%). anti-bullying climate (39%), and the lowest was adequate counseling support services (27%). The following topics had a positive response from slightly more that 50% of staff: caring adult relationships (52%), high expectations for adults in school (57%), and facilities upkeep (52%).

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.

The purpose of the Comprehensive School Improvement Plan (CSIP) is to chart the course for improved student learning. This collaborative process allows stakeholders an opportunity to establish and address priority needs, evaluate district funding, and determine a process for closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high quality planning by making connections between academic resources and available funding to address targeted needs.

NUSD has been identified with a Red Indicator on the California Dashboard, indicating the eligibility to receive Technical Assistance in the following areas:

English Learners:

- ELA
- Math

- Suspension
- English Learner Progress Indicator (ELPI)

Homeless:

- Chronic Absenteeism
- Graduation
- Suspension

Socio-economically Disadvantaged

- Chronic Absenteeism
- Suspension

African American students

- Chronic Absenteeism
- Suspension

Pacific Islander

- Chronic Absenteeism
- Suspension

Based on these indicators, the district reviewed the metrics associated with each group and indicator and developed specific actions to address these indicators of eligibility. 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.

NUSD and Bridgepoint High School worked collaboratively to review data, set goals, determine strategies or actions to accomplish goals, and develop criteria to evaluate the results. BHS has used the SPSA development process, as required by the CSI application, to develop and implement a plan for improvement of student graduation rates. Bridgepoint High School (BHS) was first identified as qualifying for additional support (CSI) in the Spring of 2019. In the 2022-23 school year, BHS continued to implement improvement efforts by funding a full time counselor to support the academic achievement of all students, primarily focusing on seniors and increasing graduation rates, and a social worker to assist students to unpack and address additional barriers to success, including social emotional needs, transportation or employment concerns, and housing or food insecurity.

BHS will continue to fund the above positions to support increasing graduation rates and will continue to practice a model of continuous improvement with its School Site Council (SSC) and English Learner Advisory Committee (ELAC) during their monthly meetings. Because the CSIP/SPSA is meant to be a “living, working document,” it may be adjusted following the annual review of fidelity and performance

measures. Thus, NUSD recommends that BHS reviews their CSIP/SPSA at each of their SSC meetings and make note of any and all progress made accordingly. This allows for the CSIP/SPSA to serve as a driver of “continuous improvement” so that NUSD and BHS may remain focused, agile, and accountable in meeting the changing needs of its students and community.

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.

The purpose of the Comprehensive School Improvement Plan (CSIP) is to chart the course for improved student learning. This collaborative process allows stakeholders an opportunity to establish and address priority needs, evaluate district funding, and determine a process for closing achievement gaps between identified subgroups of students. Additionally, schools and districts build upon their capacity for high quality planning by making connections between academic resources and available funding to address targeted needs.

NUSD and Bridgepoint High School worked collaboratively to review data, set goals, determine strategies or actions to accomplish goals, and develop criteria to evaluate the results. BHS has used the SPSA development process, as required by the CSI application, to develop and implement a plan for improvement of student graduation rates. Bridgepoint High School (BHS) was first identified as qualifying for additional support (CSI) in the Spring of 2019. In the 2023-2024 school year, BHS continued to implement improvement efforts by funding a full time counselor to support the academic achievement of all students, primarily focusing on seniors and increasing graduation rates, and social worker to assist students to unpack and address additional barriers to success, including social emotional needs, transportation or employment concerns, and housing or food insecurity.

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Monitoring and Evaluating Effectiveness

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

The Educational Services Department of NUSD has conducted and will continue to lead quarterly meetings with the principal of Bridgepoint High School in order to support the stages in the cycle of continuous improvement process. These quarterly meetings will consist of agendas with standing items of discussion such as the following: revisiting CSI goal/plan, reviewing and/or analyzing up-to-date data, identifying and addressing challenges or barriers affecting the implementation process, and establishing next steps as needed. In addition, it will support the site principal in crafting the work plan for the social worker, to collaborate on the identification of students on the case load based on student needs assessments, and to monitor the progress of students to access resources they need to support more BHS students to graduate. In addition, the principal, counselor, and social worker will develop individualized learning plans (ILP) for each student on the case load and these plans will include collaboration with parents/guardians, academic counseling, credit recovery support, and college/career planning. General data trends from the learning plans will be reviewed and analyzed on a regular basis with SSC and during quarterly meetings with our Educational Services Department. In addition, these spaces will support the principal with gathering and analyzing of the following means of monitoring and evaluating the effectiveness of the CSIP.

The monitoring and evaluation of the overall implementation and effectiveness of the plan will be measured by:

- Review of Professional Learning Community agendas/discussions and planning tools
- Review of SSC meeting agendas and minutes
- Review of meetings with full time counselor

Student Achievement gains will be monitored through:

- Review of universal screening data after each screening window (3x year)
- Review of progress monitoring indicator through benchmark assessment data (formative, diagnostic, interim, summative, and performance based)
- Review of student intervention and progress monitoring every 4-6 data points (PLC Cycles)
- Review of implementation of 6-year student plan
- Review of College and Career Advisory (Pilot Class)

Student and Family Engagement will be measured through:

- Individual Learning Plans
- Coordination Of Services Teams (COST) bi-weekly meetings
- COST coordinator monitoring of referrals
- SWIS data (Monthly reports, PBIS teams)

School Climate will be measured through:

- Coordination Of Services Teams(COST) bi-weekly meetings
- Parent/Teacher/Counselor Meetings
- Attendance and Participation Log
- Individual Learning

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	NUSD has a very engaged LCAP Advisory Committee. The members were recommended by the school sites and then an initial list was approved by the Board of Education in October. The LCAP PAC Committee met 13 times from November to June and was made up of 21 members, which included labor union representation, student representation, and representation for important student groups, such as English learners, special education, and socio-economically disadvantaged sub-groups. The work of this group is dedicated to ongoing monitoring and revision of the LCAP. The meetings began with developing a shared understanding of the LCAP, LCFF, the 2021-2024 goals, and the requirements for revision. The members were also asked to give feedback on the process last year and the District Chairperson shared the adjustments that we would make in response to this feedback. The following meetings in November - January were dedicated to review of student data, LCAP actions, and budget. The LCAP PAC members also gave input on the the community engagement and input forum questions and processes, and were given a preview of the educational slides presented in all forums. In March and April the group reviewed the feedback that was collected in the forums and made recommendations for revisions. In May the District presented a draft of the revisions, and in June the group was presented with a complete final draft for final review when it received unanimous support from the committee. A full review of the meeting agendas and materials can be found here: https://www.newarkunified.org/departments/educational-services/lcap

Educational Partner(s)	Process for Engagement
	Information for Educational Partners has been translated into Spanish.
DELAC/ELAC	<p>The DELAC members began collecting and reflecting on data that informed it's recommendations starting in January. They began by reviewing progress toward LCAP goals for ELs. They then created an EL Parent Needs Assessment to get a deeper sense of the specific needs that our families saw with regard to our English Learner students and collected information. In February, they collected information from each site regarding the services that are available for English Learners and the delivery format for designated instruction and other specialized supports. In May, the members drafted their recommendations for the LCAP revision, and these recommendations were then reviewed by the LCAP PAC. A full review of the meeting agendas and materials can be found here: https://www.newarkunified.org/families-students/parent-leadership/delac</p> <p>10 of 10 school sites within the district dedicated at least one of these ELAC parent leadership group meetings to reviewing LCFF and LCAP processes, site-level student data to determine site-specific needs to be considered for the upcoming LCAP and SPSA revisions. Most information for Educational Partners has been translated into Spanish.</p>
School Site Council (SSC)	<p>10 of 10 school sites (with Crossroads and Bridgepoint combining to create one shared School Site Council) within the district dedicated at least one of these parent leadership group meetings to reviewing LCFF and LCAP processes, site-level student data to determine site-specific needs to be considered for the upcoming LCAP and SPSA revisions.</p> <p>All information for Educational Partners has been translated into Spanish.</p>
SELPA	<p>In order to align our LCAP with the regional plan and services for our students with IEPs and to gain insight regarding supports for students with disabilities, we met with the Mission Valley SELPA Director, Sarah Kappler, for feedback on our annual review. She encouraged the district to continue to prioritize inclusive practices in our strategic efforts.</p>

Educational Partner(s)	Process for Engagement
Community Input Forums (parents/guardians)	NUSD invited the community to share their feedback and help to inform the 2024-2027 LCAP. Each school site held a forum that was designed to share current district data and LCAP Goals/Actions. These were held during School Site Council and ELAC Meetings at all schools with the exception of Kennedy due to administrative transitions, but the Community Survey was shared with all community members. This format of using a school site based community forum encouraged opportunities for discussion and input. Community Members could also share their feedback online through a Google Form which was provided in English and Spanish. The feedback provided through the online Google Form was shared with school leaders and with the parent/guardian leadership groups. The form was available for Educational Partners to complete until March 14.
Local Bargaining Units	The LCAP Parent Advisory Committee includes five members from local bargaining units who represent their specific bargaining unit. Through PAC participation each bargaining unit was given the opportunity to provide feedback regarding the current LCAP and the new 2024-2027 input specific to their role and in relation to their representation.
Other School Personnel	All School Personnel have the opportunity to provide input through the Community Forums and online Google Form.
Principals and Administrators	Principals and Administrators reviewed the LCAP at a scheduled Principals Meeting and were able to provide feedback on the goals and actions that were developed through the PAC engagement meetings.
Students	Students were represented in the LCAP PAC and provided feedback. All students have the opportunity to provide input through the Community Forums and online Google Form. Students are also represented on Secondary School Site Councils and provide input in LCAP Goals and Actions.
Educational Partners at Equity Multiplier School	Bridgepoint High School will be the school receiving the Equity Multiplier School funds for the 2024-25 school year. The Principal met with District office partners, students, parents, and Bridgepoint staff to review trends to determine the best use of funds for the upcoming school year based upon student analysis. The feedback was gathered

Educational Partner(s)	Process for Engagement
	and conducted through both the School Site Council meetings and ELAC meetings in the month of May.
Teachers	Teachers were represented through multiple opportunities to provide feedback, including the Educational Partner Survey, School Site Council Meetings, and representation on the Parent Advisory Council as well as their Local Bargaining Unit.

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

Newark Unified School District is dedicated to engaging all community partners in meaningful review and refinement of the LCAP for 2024-2027.

As detailed above, Educational Partner feedback was gathered in multiple ways with a variety of community groups. We continued to leverage LCAP Community Engagement materials that were previously developed in 2021-22 including the LCAP Input Survey and the EL Needs Assessment survey in order to increase response rates. All community members had the opportunity to complete the LCAP Input Survey which was posted on the district website and made available at School Site Council Meetings, English Learner Advisory Committee meetings, Parent Advisory Committee meetings and other Educational Partnership meetings in the Winter of 2024.

School Site Councils and Site ELACs provided feedback through the LCAP Input Survey along with other members of the Newark USD community and their feedback is incorporated into the recommendations highlighted below.

The LCAP Input Survey was distributed throughout the community. Educational Partners were asked to respond to the following questions:

Question 1: Tell us about the daily teaching and learning your child is experiencing. What's working? What can we improve?

Question 2: How well are we preparing your child for college, career, and life? What can we improve? For lower grades, please share how well we are preparing your child to meet the goals of the grade level and the grades ahead

Question 3: What are we doing well to keep you informed and participating in your child's classroom and school? What can we do better? Please consider classroom, school-level, and District-level participation.

Question 4: Tell us about our food services, technology, and school facilities. We would also like to hear about other support services like counseling, mental health, and academic support. What can we do better?

Question 5: Is there anything else you want to tell us?

The feedback collected below is summarized based on the themes that were identified once the data was aggregated and coded and then identified as areas of strength or areas of improvement.

These themes focus on
 Academic Quality and Support
 School Environment and Safety
 Parental Involvement and Communication
 Student Experience and Well-being

Bilingual and Multicultural Education
Basic Services
District Office

1. Academic Quality and Support

Areas of Strength:

- Teacher and site level intervention strategies that allow for flexible intervention time for all students within the school day.
- Hard work of teachers and support staff
- Support provided for children with special needs.
- After-school programs that support academic and personal development

Areas for Improvement:

- Guidance on how parents and the community can advocate for better teacher pay and resources.
- Need for variety of intervention programs, with a focus on Individualized Support, Homework and Study Resources
- Additional Support for Instruction especially in the area of Science.
- Increased academic support and enrichment opportunities to ensure students are challenged and not falling behind.
- Compensation for staff
- Concerns about large class sizes affecting the quality of education and the ability of teachers to provide individualized attention.

2. School Environment and Safety

Areas of Strength:

- Welcoming and safe environment, with children enjoying school and coming home with a positive attitude.

Areas for Improvement:

- Supervision and Safety including campus monitoring
- Disease Prevention and the need for more effective prevention measures.
- Improved security measures, such as locking main gates and better monitoring of school access.
- Need for more effective measures to address bullying

3. Parental Involvement and Communication

Areas of Strength:

- Communication apps like ClassDojo and Bloomz, which keep parents informed about their children's activities, school events, and teacher updates.
- Responsiveness of teachers and principals to messages and concerns.
- Current level of communication and responsiveness from the school staff.

Areas for Improvement:

- Communication from teachers and the school, especially regarding student progress, curriculum updates, and how parents can support learning at home.
- Additional resources and information to help parents assist their children with homework and learning activities

- Additional workshops and resources to help parents engage with and support their children's education, particularly for non-English speaking parents.
- Consistent communication about what is being taught in school to help parents support learning at home.
- Additional opportunities for parents to volunteer and spend time with their children during school activities.
- Increased family engagement events and better advance notice to allow parents to plan participation to help parents stay involved in their children's education and school community.
- Increased Transparency and Updates daily menu, mental health resources, and academic support programs, regarding budget and spending, and how resources are allocated.
- Increased community building and engagement activities and resources
- Challenges faced by non-English speaking parents in understanding communication and navigating digital tools.
- Need for ensuring communications are accessible and understandable for all parents, regardless of language proficiency.

5. Student Experience and Well-being

Areas of Strength:

- Students' enjoyment and engagement with school, particularly in their favorite subjects as well as appreciation for the encouragement of emotional and leadership skills but a call for more attention to these areas.
- Creative projects and activities that engage students

Areas of Improvement:

- More programs and extracurricular activities.
- Opportunities to develop socialization, effective communication, and basic life skills.
- Mental health support and counseling services for students, particularly in light of issues like anxiety and bullying.
- Mental health workshops and resources for parents to help them support their children's emotional and psychological well-being.

6. Bilingual and Multicultural Education

Areas of Strength and Improvement

- Appreciation for dual language programs but also concerns about the support for non-Spanish speaking parents in these programs.
- Execution and lack of communication.
- More inclusion of diverse cultural content, such as Black History.
- More accurate and engaging content related to Black history and other cultural topics.
- More engagement and communication about the DLI program, including town hall meetings and events to build community among DLI families.
- Expanding dual language classes to more schools.

7. Basic Services

Areas of Strength

- availability of free meals and satisfaction with the current food services
- Appreciation for new computers and other technology that support learning in the classroom.

Areas of Improvement

- Concerns about the quality and nutrition of the food provided, with requests for healthier options
- Urgent need for cleaner bathrooms, with reports of unsanitary conditions
- Need for facility upgrades, including better sound systems, fixing uneven grounds, and addressing pest issues like ants.
- More adult supervision during recess to ensure children's safety and respectful behavior.
- Calls for updated technology and facility improvements,

8. District-Level Feedback

Areas of Strength

- General satisfaction with the communication from teachers and staff, and the use of digital tools to keep parents informed.

Areas of Improvement

- Leadership Turnover: Concerns about the high turnover of board members and superintendents, leading to a lack of trust and stability within the district.
- Frustration about the lack of investment in education and the need for more qualified teachers and better resources.
- Mistrust in the intentions and effectiveness of the new school board members and the impact of these changes on the schools and students.
- Suggestions for better handling of specific issues, such as ensuring tasks are completed in class and improving district-level communication.

In March, April, and May, the members of the District English Learner Advisory Committee (DELAC) drafted their recommendations for the LCAP revision, and these recommendations were then reviewed by the LCAP Parent Advisory Committee. The DELAC recommended prioritizing ongoing academic and student support and continuing specifically resources to benefit English Learners and their families especially the Sobrato Early Academic Language (SEAL) model at all elementary schools, English Language Development opportunities, Dual Language Immersion programming, translation and interpreting supports and community outreach through English Learner Liaisons for parents/guardians of English Learners. These recommendations were taken into consideration and are reflected in the Goals and Actions for the proposed LCAP 2024-2027.

Site administrators were also provided opportunities to review key district data points and the current LCAP Goals and Actions. They identified priorities around services for English Language Development and Social Emotional Learning, including mental health and wellness resources. In addition, they highlighted the many benefits of additional supports for site level activities both to address academic and engagement and school climate. These resources allow them to tailor site level programming to the needs of their English Learner, Socioeconomically Disadvantaged students and Foster Youth.

In addition, the Parent Advisory Committee engaged in thirteen meetings between November 2023 and June 2024 which provided attendees with an in depth review of relevant data points and effectiveness of all goals and actions throughout the year. This committee includes representation from parents/guardians at all school sites, local bargaining groups, other school personnel. The PAC provided insights and feedback on proposed actions aligning with each of the 2024-2027 LCAP Goals (goals have remained the same from 2021-2024 LCAP). Each member of the Parent Advisory Committee provided individual feedback on each of the actions that had been implemented in the previous LCAP 2021-2024. This feedback was also reviewed and included in the development of Goals and Actions. Numerous meetings of the PAC were held with the goal of building consensus and understanding among Educational Partners as to the optimal actions and

allocation of funds for the proposed LCAP.

As a result of the analysis of the feedback gathered through multiple forums including all mandated groups, Newark USD has determined that the Board of Trustees should consider approval of the following three Goals. These goals are similar or identical to the goals from the previous 2021-2024 LCAP.

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. Actions associated with this goal are as follows:

- 1.1: Academic Counselors
- 1.2 English Language Development PD
- 1.3 Dual Language Immersion (DLI)
- 1.4 College and Career Support (ROP)
- 1.5 Teaching and Learning with STEAM
- 1.6 College and Career Support
- 1.7 District Professional Development for Classified and Certificated Staff
- 1.8 Instructional Program Subscriptions
- 1.9 Additional Contract/Services for Language Support
- 1.10 EL Liaisons
- 1.11 Additional Support for Site Level Activities
- 1.12 Academic Achievement of Students with Disabilities

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. Actions associated with this goal are as follows:

- 2.1 Parent Involvement and Support Translating/ Interpreting Services
- 2.2 Data Management System
- 2.3 Parent Workshops 2.4 Additional Site Level Activities (SPSA)
- 2.5 Tutoring, mental health and other support for families
- 2.6 Manager of Parent Engagement and Health Services

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. Actions associated with this goal are as follows:

- 3.1 Program Administrator of Science
- 3.2 Library Hours of Operation and Educational Supplies/Support
- 3.3 Biliteracy Pathway Recognition & Reclassification Celebration
- 3.4 Science Education
- 3.5 STEAM Initiative
- 3.6 Additional Site level activities (SPSA)

In addition, Newark USD is required to develop an Equity Multiplier Goal (Goal 4) for Bridgepoint High specifically. BHS has qualified for additional non contributing funding to address issues of instability of student enrollment at the school. The instability rate for Hispanic/Latino

students at BHS is 62.8% and for White students is 63.6%. In order to gather input from Educational Partners at BHS the Principal met with District office partners and Bridgepoint staff to review trends to determine the best use of funds for the upcoming school year based upon student analysis. In discussion with the community of Bridgepoint HS, Goal 4 was developed as follows:

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. Conversely, support will be given for students to graduate, and for students to be prepared for college or a career. The Action associated with this goal is as follows:

4.1 Home School Liaison

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 bound to 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%;			2026 SBAC Math Percent Met or Exceeded Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 27.0%; Homeless: 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%			All: 50%; EL: 47.0%; Homeless: 50.0%; SED: 50%; SwD: 47%; AA: 47%; Asian: 75%; Filipino: 59%; Hispanic: 40% PI: 42%; White: 60%; 2+ races: 65%	
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%			2027 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 58% Kinder: 61% First: 52% Second: 53% Third: 69% Fourth: 63% Fifth: 56%	
1.3	English Language Arts: SBAC Results (Data Source: CAASPP Dashboard)	2023 - ELA Percent Met or Exceeded Standards All: 44.34% EL: 8.4% Homeless: 22.85% SED: 30.38% SwD: 16.01% AA: 30.35% Asian: 64.28%			2026- Percent Met or Exceeded Standards All: 59% EL: 28% Homeless: 42% SED: 50% SwD: 36% AA: 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 58.56			Asian: 79% Filipino: 70% Hispanic: 40% PI: 42% White: 71% 2+ races:	
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%			2026 Winter Assessment: Percent "On or Above grade level" READING All: 65% Kinder: 72% First: 63% Second: 65% Third: 78% Fourth: 58% Fifth: 58%	
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)			2026 Summative ELPAC Results - Percentage scoring: Overall Level 4: 25% Overall level 3: 40% Overall Level 2: 25% Overall Level 1: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	English Learner Progress: Reclassification Rates	2023 Reclassification Total % of Reclassified EL 21%			2026 Reclassification Total % of Reclassified EL 35%	
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			2026 CA Dashboard Local Indicator Implementation of Academic Standards Professional Development ELA- Full Implementation and Sustainability Math- Full Implementation and Sustainability NGSS- Full Implementation and Sustainability	
1.8	Implementation of ELD Standards	2023 CA Dashboard Professional Development ELD Standards- Initial Implementation			2026 CA Dashboard Professional Development ELD Standards- Full Implementation	
1.9	College and Career: UC/CSU Requirements	2023 CDE DataQuest Percent Met UC/CSU Requirements:			2026 CDE DataQuest Percent Met UC/CSU Requirements:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			All: 58 % AA: 65% Asian: 84% Filipino: 76% Hispanic: 50% White: 66% 2+ races: 73% EL: 36% Unhoused: 44% SwD: 34% SED: 54%	
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%; Homeless: 5.9%; SED: 19.1%; SwD: 16.1%; AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%; White: 14.3%			2026 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 35% EL: 30% Homeless: 30% SED: 30% SwD: 30% AA: 30% Asian: 30% Filipino: 35% Hispanic: 30% White: 30%	
1.11	College and Career: A - G and CTE Pathways Combined	2023 College and Career: A - G and CTE Pathways			2026 College and Career: A - G and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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%	
1.12	NGSS: SBAC Results	2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.09% EL: 1.49% Homeless: 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: 43.54%			2026 SBAC Science Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 40% EL: 20% Homeless: 42% SED: 36% SwD: 26% AA: 39% Asian: 69% Filipino: 54% Hispanic: 35% PI: 20% White: 55% 2+ races: 57%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			2026 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	
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%			2026 CA Dashboard All 99% AA 80% Asian: 99% Filipino: 99% Hispanic: 95% White: 99% EL: 91% SED: 95% SwD: 89%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Counselors	Salary and benefits for counseling staff. Three 1.0 FTE at High School for increase graduation rates and college/career readiness	\$443,819.00	Yes
1.2	English Language Development PD	Support for New Teachers not trained at Title 1 schools to implement English Learner instructional strategies and increase engagement in order to increase outcomes specifically for Long Term English Learners (LTEL)	\$33,376.00	Yes
1.3	Dual Language Immersion (DLI)	Program and salary for teachers to meet the needs of the Dual Language Immersion program for grades K-4	\$1,163,881.00	Yes
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 Disadvantaged students and Unhoused students with disproportionately lower percentages of completing at least one CTE pathway.	\$969,359.00	Yes
1.5	Teaching and Learning with STEAM	The BaySci team are program developers of FOSS, the elementary Science curriculum based at the Lawrence Hall of Science.. The partnership provides NUSD customized support, NGSS implementation, and technical assistance to address NUSD's goals for high quality Science education.	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	College and Career Support	.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	\$78,634.00	Yes
1.7	District Professional Development for Classified and Certificated Staff	Funds to support Professional Learning districtwide for certificated and classified staff	\$29,750.00	Yes
1.8	Instructional Program Subscriptions	To support continuing subscriptions that are critical to instructional delivery, academic services, and student engagement. Instructional Program Subscriptions (APEX, Google, Character Strong, i-Ready; A2A)	\$232,856.00	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%)	\$18,285.00	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%).	\$85,170.00	Yes
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.	\$400,951.00	Yes
1.12	Academic Achievement of Students with Disabilities	.3 FTE to support with COST implementation to ensure students receive services that are defined as well as coordinate students, families, teachers and services	\$49,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Technology Refresh	The beginning of a technology refresh for student devices based upon an equity lens of need	\$151,810.00	Yes

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%			2025-2026 CA Dashboard Graduation Rates All 99% EL: 91% Unhoused: 73% SED: 95%	

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: 89% AA 80% Asian: 99% Filipino: 99% Hispanic: 95% White: 99% 2+ Races: 99%	
2.2	Chronic Absenteeism	2023 CA Dashboard - Chronic Absenteeism 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%			2025-2026 CA Dashboard - Chronic Absenteeism 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%	
2.3	Suspension Rates	2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Homeless: 9.5%			2025-2026 CA Dashboard Suspension Rates All: < 1.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			Subgroups: less than or equal to All rate	
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			2025-2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas	
2.5	Expulsion Rate	2023 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%			2025-2026 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	
2.6	Dropout Rate	2023 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37) AA: 20% (3)			2025-2026 Data Quest Four-Year Adjusted Cohort Outcome All students: 0% Dropout Rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 5.5% (3) Filipino: 8.7% (4) Hispanic: 10.6% (25) White: 2.9% (1) EL: 15.4% (14) SED: 5% (29) Homeless: 35.3% (6) Middle School All: .03% (3) Unable to disaggregate due to low number of students				
2.7	California Healthy Kids Survey	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%			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% * High expectations adults in school: 100% * Meaningful participation: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			* Social-emotional learning supports-100%	
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%			2025 California Healthy Kids Survey: Staff Responses % of respondents marking "Strongly agree": * Caring adult relationships: 70% * High Expectations-adults in school: 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> * 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-bullying climate: 30% 			<ul style="list-style-type: none"> * Student meaningful participation: 70% * Promotion of parent involvement: 70% * Student learning environment: 70% * Facilities upkeep: 70% * Support for social emotional learning: 70% * Provides adequate counseling support services: 70% * Anti-bullying climate: 70% 	
2.9	California School Parent Survey	<p>2023 CSPA (administered once every two years)</p> <p>Number of respondents: All:280 Elementary:198 Middle School: 82</p> <p>Parent Involvement Results: % of parents responding Agree or Strongly Agree</p> <p>School promptly responds to my phone call, messages, or emails: 91%</p>			<p>2025 CSPA (administered once every two years)</p> <p>Parent Survey</p> <ul style="list-style-type: none"> * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*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%				
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. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also			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	
2.11	Parental participation in programs for Students with Disabilities	2023 Local Data on participation in programs for SWD:			2026 Local Data on participation in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		# of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5			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%			2026 ADA Reporting Overall: 95%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 in order to meet the federal requirement for translation for 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%).	\$42,400.00	Yes
2.2	Data Management System	Online platforms to provide legal documents in all languages, document and publish data, and to accurately gather and report data using a Technology Tech located in the IT Department.	\$172,242.00	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	\$46,000.00	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.	\$400,951.00	Yes
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	\$467,955.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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. .5 FTE Community Liaison	\$163,923.00	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. It is 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 our 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) in 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			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
		<p>Education</p> <p>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</p> <p>2021-22 Actuals by Position Teacher Vacancies: 88 Mis-assignments: 24 *CTC Audit Report and Review</p>			<p>approved by the Newark Board of Education</p> <p>CTC Audit Report 2026 Teacher Vacancies: 50 Mis-assignments: 20</p> <p>2026 Actuals by Position Teacher Vacancies: 43 Mis-assignments: 9</p>	
3.2	California Healthy Kids Survey	<p>The 2022-2023 CHKS Survey Data:</p> <p>% reporting "Yes, most of the time or Yes, all of the time" to the survey topic.</p> <p>5th Grade 157 (47%) * School connectedness: 64%</p>			<p>2025 Survey Data: 5th Grade -</p> <p>Average reporting "Yes, most of the time or Yes, all of the time"</p> <p>* School connectedness: 100% * Academic motivation- 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% <p>7th; 9th; 11th; NT (Non-traditional)</p> <p>Relative Sample Size: 282 (79%); 245 (59%); 196 (48%); 23 (35%)</p> <ul style="list-style-type: none"> * 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% 			<ul style="list-style-type: none"> * Caring adults in school- 100%% * High expectations adults in school: 100% * Meaningful participation: 100% * Social-emotional learning supports- 100% 	
3.3	AP Exam Pass Rate	2023 CA Dashboard CCI AP Pass Rate Percentage of AP			2026 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Homeless: 66.7%			score of 3 or higher All: 70%; Student groups within 5% of All students	
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% Homeless: 33.3%			All: 35%; Student groups within 5% of All students	
3.5	A-G Requirements met	2023 CDE DataQuest			2026 CDE DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			Percent Met UC/CSU Requirements All: 58% Student groups within 5% of All students	
3.6	CA Dashboard CTE Pathway Completion and A-G Requirements Met	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%			2026 CTE Pathway Completion and A-G Requirements Met All: 58% Student groups within 5% of All students	
3.7	% of teachers who participate in professional development focused on	% of teachers who participate in professional development focused			% of teachers who participate in professional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	intervention strategies for Students with Disabilities	on intervention strategies for Students with Disabilities: 100%			development focused on intervention strategies for Students with Disabilities: 100%	
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%	
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 Maintain: All students are provided with the content area courses required in Ed. Code.	
3.10	California Healthy Kids Survey	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic.			California Healthy Kids Survey 2024 data	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th Grade 169 (49%) * 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% * 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%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Seen a weapon on campus: 14%; 14%; 8%; 8% * Cyberbullying: 26%; 26%; 19%; 18%				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Program Administrator of Science	.5 FTE - Program Administrator of Science to oversee Science Literacy, Environmental Science, Teaching and Learning of STEAM	\$104,814.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	\$110,310.00	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	\$10,595.00	Yes
3.4	Science Education	Environmental Education and Science Camp provides hands on opportunities for Fifth Grade Students	\$100,000.00	Yes
3.5	STEAM Initiative	Support materials for STAR Lab and Family Code Nights	\$33,000.00	Yes
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.	\$400,951.00	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	\$20,000.00	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%			CA Dashboard Suspension Rate All Students: 6% Hispanic: 5% Socioeconomically Disadvantaged: 8% Students with Disabilities: 5%	

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%)			CA Dashboard Graduation Rate All Students: 70% English Learners: 75% Hispanic: 75% Socioeconomically Disadvantaged: 70%	
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) Socioeconomically Disadvantaged = 0% prepared out of 32 students Not Prepared = 97.5% Approaching Prepared = 2.5 % Prepared = 0% No Performance Level because less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Homeless Two or More Races			CA Dashboard College/Career Indicator Not Prepared: .5% Approaching Prepared = 25% Prepared = 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pacific Islander Students with Disabilities White				

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 to 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	\$124,208.00	No

Action #	Title	Description	Total Funds	Contributing
		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, and 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.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,784,963	\$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
10.865%	0.000%	\$0.00	10.865%

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%	<p>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.</p> <p>The Duties and responsibilities are for Academic/ Career Planning to ensure that the student is placed in appropriate courses in relation to his or</p>	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
	<p>Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9%</p> <p>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%</p> <p>Scope: Schoolwide</p>	<p>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 that are 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 that are 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 received 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.</p> <p>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</p>	

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
		<p>skills and personal organization; Values clarification; Decision making and goal setting; Communication 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</p> <p>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</p> <p>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,</p>	

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
		<p>and White students, who have shown a decline between 2019 and 2023.</p> <p>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.</p>	
1.2	<p>Action: English Language Development PD</p> <p>Need: 2023 Summative ELPAC Results - (Data Source: CAASPP Dashboard)</p> <p>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)</p> <p>2023 Reclassification (Data Source: Data Quest) Total % of Reclassified EL 21%</p> <p>Scope: Schoolwide</p>	<p>This action will specifically address the needs of Long Term English Learners (13.3%).</p> <p>An agreement between Newark Unified School District and the Sobrato Early Academic Language Program (SEAL) began three years ago targeting two of our elementary schools, Coyote Hills Elementary and August Schilling Elementary. The 2024-25 school year will begin year four of sustainability, which will continue to train year one and year two teachers to address the needs of English Learner students within the context of all grade-level classrooms from Pre-K through fifth grade. The model develops language and literacy skills for academic success and prepares all students for the Common Core Standards. The model will also continue to coach and implement instructional strategies for all grade levels.</p> <p>Both elementary schools work closely as a team with SEAL coaches to develop grade level consistency, coherence, and continued acceleration of achievement and success for all</p>	ELPAC; Reclassification Rates

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
		students. The team continues to accommodate the academic demands of students by co-designing units, model strategies, and engage all students to not only raise ELPAC scores, but also SBAC scores, increase attendance rates, and lower discipline rates for all students.	
1.3	<p>Action: Dual Language Immersion (DLI)</p> <p>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)</p> <p>2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Homeless: 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%</p> <p>2023 SBAC ELA</p>	<p>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.</p> <p>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 ELPAC and SBAC scores and service all students.</p>	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
	<p>Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard)</p> <p>All: 44.34%</p> <p>EL: 8.4%</p> <p>Homeless: 22.85%</p> <p>SED: 30.38%</p> <p>SwD: 16.015</p> <p>AA: 30.35%</p> <p>Asian: 64.28%</p> <p>Filipino: 55.17%</p> <p>Hispanic: 19.88%</p> <p>PI: 22.22%</p> <p>White: 56.4%</p> <p>2+ races: 58.56%</p> <p>Scope: Schoolwide</p>		
1.4	<p>Action: College and Career Support (ROP)</p> <p>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%</p> <p>2023</p>	<p>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 ROP's exemplary educational programs.</p> <p>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</p>	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
	<p>College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest)</p> <p>All: 22.4% (95) EL: 12.8%; Homeless: 5.9%; SED: 19.1%; SwD: 16.1%; AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%; White: 14.3%</p> <p>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%</p> <p>Scope: Schoolwide</p>	<p>industry representatives who serve on active advisory committees for each of our programs.</p> <p>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 pathways peaks interest and allows students more choice in their college and career fields.</p>	
1.5	Action: Teaching and Learning with STEAM	The BaySci project at the Lawrence Hall of Science, University of California, Berkeley (University) supports the development and	SBAC Science (CAST); Dashboard Local Indicator

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
	<p>Need: 2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.09% EL: 1.49% Homeless: 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: 43.54%</p> <p>2023 CA Dashboard Implementation of Academic Standards Professional Development ELA- Full Implementation Math- Full Implementation NGSS- Full Implementation and Sustainability</p> <p>Scope: LEA-wide</p>	<p>deepening of district-wide capacities for equitable, high-quality science education and environmental literacy. Current work focuses on Learning loss (or "unfinished learning") due to the pandemic, which has been the most extreme in math and science. Engaging students with phenomena, especially outdoors, can support students' physical and social/emotional healing while simultaneously accelerating science learning and language development. The University will support equitable teaching and learning through district capacity building for environmental literacy and its connections to computational thinking. This includes experiential, ongoing, collaborative professional learning for leaders and teachers, and the development of a district-wide strategy/implementation plan to assist with learning recovery and increasing student engagement through contextualized experiences about the environment.</p> <p>Services will include:(1) support of the NUSD Science Leadership Team to develop and refine an implementation plan for Districtwide coherence across the disciplines of science, computer science, and environmental literacy and in connection to other district initiatives and efforts overseen by the District Education Services department.</p> <p>(2) Provide support for partnerships with community-based organizations as part of a Districtwide, coherent science, computer science, and environmental literacy program.</p> <p>(3) Provide support for meaningful teacher collaboration, building off District structures and lessons learned to sustain teacher collaboration</p>	<p>Implementation of Academic Standards</p>

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
		<p>around science, environmental literacy and computational thinking.</p> <p>The BaySci Model has three components: District Leadership Seminars, Planning Meetings & Technical Assistance</p> <p>a. Leadership Seminars: These meetings are held three to four times per year and attended by the District Science Leadership Team. They focus on examination of the District capacities, specifically related to designing at the margins for equitable, high quality science education, environmental literacy, and computational thinking.</p> <p>b. Planning Meetings: University's BaySci staff meet with top-level District leadership, including the superintendent, three to four times each year to address topics related to yearly priorities, milestones, needs, and challenges of the District's plan for designing at the margins and implementation of equitable improvement designs.</p> <p>c. Technical Assistance. Based on the District's plan for designing at the margins and the yearly priorities identified during planning meetings, University staff respond to individual District needs through consultation and customized support for these plans.</p>	
1.6	<p>Action: College and Career Support</p> <p>Need: 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50%</p>	<p>The College and Career Specialist position at Newark Memorial High School was increased from a .5 to a .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</p>	<p>Met UC/CSU Requirements; Graduation Rate</p>

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
	<p>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%</p> <p>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%</p> <p>Scope: Schoolwide</p>	<p>(except White students from 32.8% to 14.8%) and the need for the graduation rate for NUSD to increase and recover after the impact of the pandemic influence of unfinished learning.</p> <p>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.</p> <p>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.</p>	
1.7	<p>Action: District Professional Development for Classified and Certificated Staff</p> <p>Need: 2023 CA Dashboard Implementation of Academic Standards Professional Development ELA- Full Implementation Math- Full Implementation NGSS- Full Implementation and Sustainability</p>	<p>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.</p> <p>Both certificated and classified individual staff need additional targeted, focused training for the students, staff and community of NUSD to receive</p>	Local Indicators: Implementation of Academic Standards

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
	<p>2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Homeless: 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%</p> <p>2023 - SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Homeless: 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:</p> <p>2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard)</p>	<p>the most up to date resources and services. These training areas support a wide variety of our student needs including our SBAC scores, implementation of standards, academic achievement, and safety.</p>	

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
	<p>All: 26.09% EL: 1.49% Homeless: 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:</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Instructional Program Subscriptions</p> <p>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%</p> <p>i-Ready Reading 2023-2024</p>	<p>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.</p> <p>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.</p> <p>Google Education Plus is the backbone platform of communication for NUSD, and provides a unified, integrated consistent set of features and tools across different service needs online, to allow students, staff and families continued access 24</p>	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
	<p>Winter Assessment: Percent "On or Above grade level"</p> <p>READING</p> <p>All: 49%</p> <p>Kinder: 57%</p> <p>First: 48%</p> <p>Second: 50%</p> <p>Third: 63%</p> <p>Fourth: 43%</p> <p>Fifth: 43%</p> <p>Scope: LEA-wide</p>	<p>hours daily, which furthers the opportunity for academic success, safety, and intervention.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
1.9	Action:	This action will specifically address the needs of Long Term English Learners (13.3%).	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
	<p>Additional Contract/Services for Language Support</p> <p>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)</p> <p>2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Homeless: 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%</p> <p>2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Homeless: 22.85% SED: 30.38% SwD: 16.015</p>	<p>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.</p> <p>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 reclassification data, as well as an increase in SBAC data for our English Learners.</p>	

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
	<p>AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
1.10	<p>Action: EL Liaisons</p> <p>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)</p> <p>2023 Reclassification (Data Source: Data Quest) Total % of Reclassified EL 21%</p> <p>Scope: LEA-wide</p>	<p>This action will specifically address the needs of Long Term English Learners (13.3%).</p> <p>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.</p>	<p>ELPAC; Reclassification Rate</p>

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
		<p>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.</p> <p>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.</p>	
1.11	<p>Action: Additional Support for Site Level Activities</p> <p>Need: 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Homeless: 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%</p>	<p>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.</p>	<p>i-Ready ELA; i-Ready Math; SBAC ELA; SBAC Math</p>

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
	<p>2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard)</p> <p>All: 44.34% EL: 8.4% Homeless: 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%</p> <p>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%</p> <p>i-Ready Reading 2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49%</p>		

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
	<p>Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43%</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Academic Achievement of Students with Disabilities</p> <p>Need: Students with Disabilities Met or Exceeded State Standards: 2023 CAASPP Math SwD: 27.0%; 2023 CAA Math 8.86% 2023 CAASPP 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%</p> <p>Scope: LEA-wide</p>	<p>NUSD is dedicated to living its values of Academic Excellence and Equity for All Students and Student Centered Learning by providing our students with IEP specialized instruction, resources, services, and goals to meet their unique academic and social goals. We also recognize that students in our 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%.</p>	<p>CAASPP ELA and Math; Met US/CSU Requirements; CTE Pathways Completion; Graduation Rate</p>

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	<p>Action: Technology Refresh</p> <p>Need: 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Homeless: 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%</p> <p>2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Homeless: 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%</p>	NUSD audit of technology has produced the data necessary to conclude that student devices are reaching "end of life". Working with the new 2024-25 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 our 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
	<p>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%</p> <p>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%</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Parent Involvement and Support Translating/Interpreting Services</p> <p>Need:</p>	<p>This action will specifically address the needs of Long Term English Learners (13.3%).</p> <p>Communication is one of the key factors to increase academic achievement, increase</p>	<p>% of schools with effective and active committees with representation from unduplicated students; CSPA; CA Dashboard</p>

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
	<p>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</p> <p>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.</p> <p>2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas</p> <p>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</p> <p>Scope: LEA-wide</p>	<p>attendance rates, lower suspension rates and provide data for all decision making programs for both the school and district.</p> <p>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 communication that provides multi-language, two-way group messaging, private conversations, district-side alerts and notices to keep all educational partners connected.</p> <p>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.</p> <p>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.</p>	<p>Local Indicator for Parent and Family Engagement;jParent Participation in programs for SWD</p>
2.2	Action: Data Management System	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,	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
	<p>Need: 2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Homeless: 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%</p> <p>2023 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%</p> <p>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) Homeless:</p> <p>2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3</p>	<p>social emotional, and safety of our students as well as to increase student opportunities and skills.</p> <p>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 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,</p> <p>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.</p> <p>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</p>	

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
	<p>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%</p> <p>Scope: LEA-wide</p>	<p>rates, dropout rates, and graduation rates of our NUSD students.</p>	
2.3	<p>Action: Parent Workshops</p> <p>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</p> <p>2025 CSPA (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.</p> <p>2026 CA Dashboard</p>	<p>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.</p> <p>NUSD works with outside organizations to provide parents with PIQE (Parent Institute for Quality Education) and CABA's (California Association for Bilingual Education) Project 2 Inspire workshops for our surrounding community, both inside and outside of the district boundaries.</p> <p>In addition, NUSD will offer parent workshops for only NUSD families, to participate at least six times per year, to collaborate as a team between home and school, in order to create awareness of our student needs, be open to different viewpoints, build on each other's ideas, as well as collect data and input, and to share and encourage each other</p>	<p>% of schools with effective and active committees with representation from unduplicated students; CSPA; CA Dashboard Local Indicator for Parent and Family Engagement; Local Data on participation in programs for SWD:</p>

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
	<p>Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas</p> <p>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</p> <p>Scope: LEA-wide</p>	<p>to support our students academic, emotional, physical, and social development and growth.</p> <p>These workshops will directly influence behavior (suspensions), attendance, social issues our students need to navigate in their own individual lives, safety both on and off campus, and an increase in academic achievement and pursuits.</p>	
2.4	<p>Action: Additional Site Level Activities (SPSA)</p> <p>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%</p>	<p>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.</p>	<p>CHKS; CSSS; Graduation Rate; Chronic Absenteeism Rate</p>

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
	<p>* Caring adults relationships: 50%; 53%; 50%; 51%</p> <p>* High expectations: 69%; 68%; 60%; 72%</p> <p>* Meaningful participation: 17%; 19%; 21%; 23%</p> <p>* Facilities upkeep: 21%; 14%; 16%; 58%</p> <p>2022-23 California Healthy Kids Survey: Staff Responses</p> <p>Total Responses: 287 (ES: 156, MS:47, HS: 84)</p> <p>% of respondents marking "Strongly agree":</p> <p>* Caring adult relationships: 38%</p> <p>* High Expectations-adults in school: 41%</p> <p>* Student meaningful participation: 24%</p> <p>* Promotion of parent involvement: 26%</p> <p>* Student learning environment: 29%</p> <p>* Facilities upkeep: 12%</p> <p>* Support for social emotional learning: 26%</p> <p>* Provides adequate counseling support services: 19%</p> <p>* Anti-bulling climate: 30%</p> <p>2023 CA Dashboard - Graduation Rates</p> <p>All: 83.7%</p> <p>EL: 71.3</p> <p>Unhoused: 52.9%</p> <p>SED: 80.2%</p> <p>SwD: 69.6%</p> <p>AA: 64.3%</p> <p>Asian: 94.5%</p> <p>Filipino: 87%</p> <p>Hispanic: 80.3%</p> <p>White: 88.6%</p> <p>2+ Races: 84.2%</p>		

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
	<p>2023 CA Dashboard - Chronic Absenteeism</p> <p>Chronic Absenteeism</p> <p>All: 15.8%</p> <p>EL: 17.9%</p> <p>Foster: *</p> <p>Unhoused: 27.3%</p> <p>SED: 22.5%</p> <p>SwD: 20.9%</p> <p>AA: 35.8%</p> <p>Asian: 8.3%</p> <p>Filipino: 6.2%</p> <p>Hispanic: 19.6%</p> <p>PI: 32.8%</p> <p>White: 8.2%</p> <p>2+ races: 17.1%</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: Mental health and other support for families</p> <p>Need: 2023 CA Dashboard Suspension Rates</p> <p>All: 5.2%</p> <p>EL: 7%</p> <p>Foster: 28.6%</p> <p>Unhoused: 9.5%</p> <p>SED: 7.6%</p> <p>SwD: 7.8%</p> <p>AA: 11.3%</p> <p>Asian: 2.2%</p> <p>Filipino: 2.1%</p> <p>Hispanic: 6.4%</p>	<p>The disproportionately high rate of suspensions for African American, English Learners, Pacific Islander, Socioeconomically Disadvantaged and Unhoused 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. 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</p>	<p>CHKS; CSSS; Graduation Rate; Chronic Absenteeism; Suspension</p>

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
	<p>PI: 11.4% White: 4.4% 2+ races: 3.6%</p> <p>California Healthy Kids Survey 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%</p> <p>California School Staff Survey</p> <p>2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6%</p>	<p>mental health allows the school to become a safe haven to foster positive relationships and experiences.</p> <p>Providing mental health services directly contributes to increased academic achievement, student attendance, decreased suspension rates, 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.</p> <p>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.</p>	

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	<p>AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2%</p> <p>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%</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services</p> <p>Need: Local Measurement: 2026 Effective and active committees with representation from unduplicated students.</p>	<p>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 results 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</p>	<p>Effective and active committees with representation from unduplicated students; CSPS; Local Indicator Parent and Family Engagement;</p>

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	<p>DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also</p> <p>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.</p> <p>2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas</p> <p>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</p> <p>Scope: LEA-wide</p>	<p>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 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.</p> <p>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.</p> <p>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</p>	<p>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</p>

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		<p>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 process to ensure students and families have the paperwork and plans in place to attend.</p> <p>The .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.</p>	
3.1	<p>Action: Program Administrator of Science</p> <p>Need: CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code.</p> <p>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%</p>	<p>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.</p> <p>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.</p> <p>Students are introduced to STEAM learning and instructional activities at the elementary level with</p>	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

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	<p>SwD: 14.3% SED: 33.9%</p> <p>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% Homeless: 66.7%</p> <p>Scope: LEA-wide</p>	<p>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 school level with the STAR initiative and Career Technical Education and certificates.</p> <p>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.</p> <p>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.</p>	
3.2	<p>Action: Library Hours of Operation and Educational Supplies/Support</p> <p>Need: 2023 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of Education</p>	<p>Additional hours for library clerks allows 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.</p> <p>Library clerks are also responsible for managing the library and curriculum resources to the</p>	CA Dashboard Local Indicator Basic Services: Williams Act /Compliance and Reporting; CHKS

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	<p>Most recent data available CTC Audit Report 2022-23 Teacher Vacancies: 95* Misassignments: 35* *CTC Audit Report and Review</p> <p>2021-22 Actuals by Position Teacher Vacancies: 88* Misassignments: 24* *CTC Audit Report and Review</p> <p>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%</p> <p>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%</p>	<p>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 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.</p> <p>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.</p>	

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	Scope: 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%	<p>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.</p> <p>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.</p>	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
	<p>Access to a Broad Course of Study 100% of students have access to a Broad Course of Study</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Science Education</p> <p>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%</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	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
		<p>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 & sequence, the NUSD Greenprint for Environmental Literacy K-12.</p> <p>Funding provided will pay for the transportation for all outdoor learning experiences scheduled including 5th grade Science camp. It will also pay for the stipends of teacher chaperones who stay overnight per the CBA with NTA. This is one step closer to providing equity based opportunities for our students with academic achievement and engagement.</p>	
3.5	<p>Action: STEAM Initiative</p> <p>Need: CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code.</p> <p>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%</p>	<p>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 STEAM education, students explore the world around them, create innovative solutions to problems and engage in collaborative conversations. Students also take part in design</p>	<p>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</p>

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
	<p>SwD: 14.3% SED: 33.9%</p> <p>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% Homeless: 66.7%</p> <p>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% Homeless: 33.3%</p> <p>2023</p>	<p>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.</p> <p>To sustain the activities and strategies of the STEAM Initiative, and 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.</p> <p>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.</p>	

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
	<p>CTE Pathway Completion and A-G Requirements Met</p> <p>All: 43.2 %</p> <p>AA: 21.4%</p> <p>Asian: 10.9%</p> <p>Filipino: 28.3%</p> <p>Hispanic: 8.8%</p> <p>White: 8.6%</p> <p>2+ races: 15.8%</p> <p>EL: 5.3%</p> <p>Unhoused: 0%</p> <p>SwD: 3.6%</p> <p>SED: 3.6%</p> <p>Scope: LEA-wide</p>		
3.6	<p>Action: Additional Site level activities (SPSA)</p> <p>Need: 100% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities</p> <p>100% of teachers who participate in professional development focused on English Language Development (ELD) strategies</p> <p>2023 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of Education</p>	<p>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.</p>	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
	<p>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</p> <p>2021-22 Actuals by Position Teacher Vacancies: 88 Mis-assignments: 24 *CTC Audit Report and Review</p> <p>Scope: LEA-wide</p>		
3.7	<p>Action: School Site Safety</p> <p>Need: The 2022-2023 CHKS Survey Data:</p> <p>% reporting "Yes, most of the time or Yes, all of the time" to the survey topic.</p> <p>5th Grade 169 (49%) * 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%</p>	<p>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.</p>	<p>California Healthy Kids Survey</p>

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
	<p>* Cyberbullying: 21%</p> <p>7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 326 (86%); 108 (30%); 188 (44%); 30 (29%)</p> <p>* School perceived as very safe or safe: 33%; 34%; 38%; 44%</p> <p>* Experienced any harassment or bullying: 38%; 34%; 26%; 22%</p> <p>* Had mean rumors or lies spread about you: 29%; 36%; 25%; 15%</p> <p>* Been afraid of being beaten up: 33%; 21%; 13%; 4%</p> <p>* Been in a physical fight: 10%; 6%; 5%; 8%</p> <p>* Seen a weapon on campus: 14%; 14%; 8%; 8%</p> <p>* Cyberbullying: 26%; 26%; 19%; 18%</p> <p>Scope: LEA-wide</p>		

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	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$53,241,691	\$5,784,963	10.865%	0.000%	10.865%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,785,055.00	\$124,208.00			\$5,909,263.00	\$2,563,237.00	\$3,346,026.00

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	\$443,819.00	\$0.00	\$443,819.00				\$443,819.00	
1	1.2	English Language Development PD	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: August Schilling Elementary; Coyote Hills Elementary K-5	July 2024-June 2027	\$33,376.00	\$0.00	\$33,376.00				\$33,376.00	
1	1.3	Dual Language Immersion (DLI)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: August Schilling Elementary Grades K-4	July 2024-June 2027	\$1,148,881.00	\$15,000.00	\$1,163,881.00				\$1,163,881.00	
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	Teaching and Learning with STEAM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$55,000.00	\$0.00	\$55,000.00				\$55,000.00	

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
1	1.6	College and Career Support	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	\$78,634.00	\$0.00	\$78,634.00				\$78,634.00	
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	\$29,750.00	\$0.00	\$29,750.00				\$29,750.00	
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	\$232,856.00	\$232,856.00				\$232,856.00	
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	\$18,285.00	\$18,285.00				\$18,285.00	
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	\$85,170.00	\$0.00	\$85,170.00				\$85,170.00	
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	\$0.00	\$400,951.00	\$400,951.00				\$400,951.00	
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	\$49,023.00	\$0.00	\$49,023.00				\$49,023.00	
1	1.13	Technology Refresh	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$0.00	\$151,810.00	\$151,810.00				\$151,810.00	
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	\$42,400.00	\$0.00	\$42,400.00				\$42,400.00	
2	2.2	Data Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$121,584.00	\$50,658.00	\$172,242.00				\$172,242.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	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	\$46,000.00	\$46,000.00				\$46,000.00	
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	\$0.00	\$400,951.00	\$400,951.00				\$400,951.00	
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	\$467,955.00	\$467,955.00				\$467,955.00	
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	\$163,923.00	\$0.00	\$163,923.00				\$163,923.00	
3	3.1	Program Administrator of Science	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024-June 2027	\$104,814.00	\$0.00	\$104,814.00				\$104,814.00	
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	\$82,655.00	\$27,655.00	\$110,310.00				\$110,310.00	
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	\$10,595.00	\$10,595.00				\$10,595.00	
3	3.4	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	\$100,000.00	\$100,000.00				\$100,000.00	
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	\$33,000.00	\$33,000.00				\$33,000.00	
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	\$0.00	\$400,951.00	\$400,951.00				\$400,951.00	
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	\$20,000.00	\$20,000.00				\$20,000.00	

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
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	\$124,208.00	\$0.00		\$124,208.00			\$124,208.00	

2024-25 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	\$5,784,963	10.865%	0.000%	10.865%	\$5,785,055.00	0.000%	10.866 %	Total:	\$5,785,055.00
								LEA-wide Total:	\$3,095,986.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,689,069.00

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	\$443,819.00	
1	1.2	English Language Development PD	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: August Schilling Elementary; Coyote Hills Elementary K-5	\$33,376.00	
1	1.3	Dual Language Immersion (DLI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: August Schilling Elementary Grades K-4	\$1,163,881.00	
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	Teaching and Learning with STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	College and Career Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS Grades 9-12	\$78,634.00	
1	1.7	District Professional Development for Classified and Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,750.00	
1	1.8	Instructional Program Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$232,856.00	
1	1.9	Additional Contract/Services for Language Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,285.00	
1	1.10	EL Liaisons	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,170.00	
1	1.11	Additional Support for Site Level Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,951.00	
1	1.12	Academic Achievement of Students with Disabilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,023.00	
1	1.13	Technology Refresh	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$151,810.00	
2	2.1	Parent Involvement and Support Translating/Interpreting Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,400.00	
2	2.2	Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,242.00	
2	2.3	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,000.00	
2	2.4	Additional Site Level Activities (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,951.00	

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 (%)
2	2.5	Mental health and other support for families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$467,955.00	
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	\$163,923.00	
3	3.1	Program Administrator of Science	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,814.00	
3	3.2	Library Hours of Operation and Educational Supplies/Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,310.00	
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,595.00	
3	3.4	Science Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	
3	3.5	STEAM Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	
3	3.6	Additional Site level activities (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,951.00	
3	3.7	School Site Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$6,418,009.20	\$6,453,538.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teacher on Special Assignment (TOSA)	No		
1	1.2	ELD Standards Implementation and Support	Yes	\$134,464.20	\$91,649
1	1.3	Academic Supports for Students with Disabilities		\$0.00	
1	1.4	Academic Counselors	Yes	\$357,562.94	\$351,552
1	1.5	SEAL Model Support	Yes	\$117,641.59	\$83,542
1	1.6	Dual Language Immersion (DLI) Program	Yes	\$834,000.00	\$1,011,944
1	1.7	Instructional Leadership Team Development and Teacher Leadership Training	Yes	\$20,000.00	\$14,001
1	1.8	College and Career Support	Yes	\$969,359.00	\$969,359
1	1.9	Additional Support for Site Level Activities	Yes	\$471,706.66	\$425,135
1	1.10	College and Career Support	Yes	\$59,685.95	\$53,915
1	1.11	Standards Implementation PD and Support (NGSS)	Yes	\$55,000.00	\$55,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Academic Support - Credit Recovery	No	\$0.00	0
1	1.13	District Professional Development for Classified and Certificated Staff	Yes	\$35,000.00	\$52,688
1	1.14	Instructional Program Subscriptions	Yes	\$199,253.24	\$322,009
1	1.15	Principal Professional Learning and Conferences	No	\$0.00	0
1	1.16	Additional Contracts/Services- Language Proficiency Curriculum, Assessment, and Support	Yes	\$15,000.00	\$33,853
1	1.17	Teacher Induction Program	Yes	\$15,000.00	0
1	1.18	EL Liaisons	Yes	\$80,000.00	\$73,516
1	1.19	Academic Intervention Teachers		\$0.00	\$0.00
2	2.1	School Climate - Support	Yes	\$341,636.98	\$290,045
2	2.2	Positive Behavior Intervention Support (PBIS)	No	\$0.00	\$0.00
2	2.3	Parent Involvement and Support	Yes	\$93,852.20	\$48,450
2	2.4	Data Management Systems	Yes	\$158,168.54	\$175,135
2	2.5	Coordination of Services Team Support	No	\$0.00	\$0.00
2	2.6	Parent Workshops	Yes	\$28,000.00	\$29,614

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Additional Support for Site Level Activities	Yes	\$471,706.66	\$425,135
2	2.8	Tutoring, mental health, and other support for families	Yes	\$261,465.76	\$261,466
2	2.9	Communication platform & Technology Support	No	\$0.00	\$0.00
2	2.10	Parent Engagement and Health Services	Yes	\$117,282.00	\$136,853
3	3.1	Class Size Reduction	Yes	\$650,000.00	\$708,649
3	3.2	Program Manager of Science	Yes	\$105,000.00	\$102,649
3	3.3	Advance Placement Exams	No	\$0.00	\$0.00
3	3.4	Library Hours of Operation and educational supplies/support	Yes	\$110,991.20	\$116,195
3	3.5	Bi-literacy Pathway Recognition & Reclassification celebration	Yes	\$12,000.00	\$3,500
3	3.6	Science Education	Yes	\$75,000.00	\$98,461
3	3.7	STEAM Initiative	Yes	\$50,000.00	\$45,900
3	3.8	Broad Courses of Study	No	\$0.00	\$0.00
3	3.9	STAR Academy/STEAM Pathways	No	\$0.00	\$0.00
3	3.10	Math Pathways	No	\$0.00	\$0.00

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)
3	3.11	Instructional Materials (Science)	No	\$0.00	\$0.00
3	3.12	Additional Support for Site Level Activities	Yes	\$471,706.66	\$425,135
3	3.13	Daily Rate for Guest Teachers	No	\$0.00	\$0.00
4	4.1	Academic Supports for Students with Disabilities	Yes	\$107,525.62	\$48,188
4	4.2	Refine the COST and SST Referral Process	No		
4	4.3	Dual Identified Students Reclassification Procedures	No		
4	4.4	Special Education Teacher Professional Development	No		
4	4.5	Refine Assessment Practices	No		

2023-24 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)
\$5,973,296.00	\$6,368,009.20	\$6,548,541.00	(\$180,531.80)	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	1.2	ELD Standards Implementation and Support	Yes	\$134,464.20	\$91,649.00		
1	1.4	Academic Counselors	Yes	\$357,562.94	\$351,552.00		
1	1.5	SEAL Model Support	Yes	\$117,641.59	\$83,542.00		
1	1.6	Dual Language Immersion (DLI) Program	Yes	\$834,000.00	\$1,011,944.00		
1	1.7	Instructional Leadership Team Development and Teacher Leadership Training	Yes	\$20,000.00	\$14,001.00		
1	1.8	College and Career Support	Yes	\$969,359.00	\$969,359.00		
1	1.9	Additional Support for Site Level Activities	Yes	\$471,706.66	\$425,135.00		
1	1.10	College and Career Support	Yes	\$59,685.95	\$53,915.00		
1	1.11	Standards Implementation PD and Support (NGSS)	Yes	\$55,000.00	\$55,000.00		
1	1.13	District Professional Development for Classified and Certificated Staff	Yes	\$35,000.00	\$52,688.00		
1	1.14	Instructional Program Subscriptions	Yes	\$199,253.24	\$322,009.00		
1	1.16	Additional Contracts/Services-Language Proficiency	Yes	\$15,000.00	\$33,853.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Curriculum, Assessment, and Support					
1	1.17	Teacher Induction Program	Yes	\$15,000.00	\$0.00		
1	1.18	EL Liaisons	Yes	\$80,000.00	\$69,380.00		
2	2.1	School Climate - Support	Yes	\$341,636.98	\$389,184.00		
2	2.3	Parent Involvement and Support	Yes	\$93,852.20	\$48,450.00		
2	2.4	Data Management Systems	Yes	\$158,168.54	\$175,135.00		
2	2.6	Parent Workshops	Yes	\$28,000.00	\$29,614.00		
2	2.7	Additional Support for Site Level Activities	Yes	\$471,706.66	\$425,135.00		
2	2.8	Tutoring, mental health, and other support for families	Yes	\$261,465.76	\$261,466.00		
2	2.10	Parent Engagement and Health Services	Yes	\$67,282	\$136,853.00		
3	3.1	Class Size Reduction	Yes	\$650,000.00	\$708,649.00		
3	3.2	Program Manager of Science	Yes	\$105,000.00	\$102,649.00		
3	3.4	Library Hours of Operation and educational supplies/support	Yes	\$110,991.20	\$116,195.00		
3	3.5	Bi-literacy Pathway Recognition & Reclassification celebration	Yes	\$12,000.00	\$3,500.00		
3	3.6	Science Education	Yes	\$75,000.00	\$98,461.00		
3	3.7	STEAM Initiative	Yes	\$50,000.00	\$45,900.00		
3	3.12	Additional Support for Site Level Activities	Yes	\$471,706.66	\$425,135.00		
4	4.1	Academic Supports for Students with Disabilities	Yes	\$107,525.62	\$48,188.00		

2023-24 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)
\$56,292,496	\$5,973,296.00	0.86%	11.471%	\$6,548,541.00	0.000%	11.633%	\$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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

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

- 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.
- 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.

- 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.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).

California Department of Education
November 2023

Newark Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #	
LEA-wide Lowest Performance	District	African American	Chronic Absenteeism	2	2.4, 2.5	Please enter Goal and Action numbers in columns F and G indicating where each action is addressed in district's 2024-25 LCAP
LEA-wide Lowest Performance	District	African American	Suspension	2	2.2, 2.5	
LEA-wide Lowest Performance	District	English Learner	ELA	1	1.2, 1.7, 1.10, 1.11	
LEA-wide Lowest Performance	District	English Learner	ELPI	1	1.7, 1.8, 1.11	
LEA-wide Lowest Performance	District	English Learner	Suspension	2	2.2, 2.5	
LEA-wide Lowest Performance	District	Homeless	Chronic Absenteeism	2	2.4, 2.5	
LEA-wide Lowest Performance	District	Homeless	Graduation	1, 3	1.1, 1.6, 3.5	
LEA-wide Lowest Performance	District	Homeless	Suspension	2	2.2, 2.5	
LEA-wide Lowest Performance	District	Pacific Islander	Chronic Absenteeism	2	2.4, 2.5	
LEA-wide Lowest Performance	District	Pacific Islander	ELA	1	1.7, 1.11	
LEA-wide Lowest Performance	District	Pacific Islander	Suspension	2	2.2, 2.5	
LEA-wide Lowest Performance	District	Socioeconomically Disadvantaged	Chronic Absenteeism	2, 3	2.4, 2.5	
LEA-wide Lowest Performance	District	Socioeconomically Disadvantaged	Suspension	2	2.2, 2.5	
Required Action for English Learners	District	English Learner	N/A	1, 2	1.2, 1.9, 1.10, 2.1	
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	1, 2	1.2, 1.9, 1.10, 2.1	
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	1	1.12	
School Student Group Lowest Performance	August Schilling Elementary	English Learner	ELA	1	1.2, 1.3, 1.7, 1.8, 1.10	
School Student Group Lowest Performance	August Schilling Elementary	English Learner	ELPI	1, 2, 3	1.2, 1.3, 1.8, 1.9, 1.10, 2.1, 3.3	
School Student Group Lowest Performance	August Schilling Elementary	Hispanic	ELA	1	1.7, 1.8	
School Student Group Lowest Performance	August Schilling Elementary	Socioeconomically Disadvantaged	ELA	1	1.7, 1.8, 1.11	
School Student Group Lowest Performance	August Schilling Elementary	Students with Disabilities	Chronic Absenteeism	2, 3	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Intermediate	Hispanic	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Intermediate	Socioeconomically Disadvantaged	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Intermediate	Students with Disabilities	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Birch Grove Primary	English Learner	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Primary	Hispanic	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Primary	Socioeconomically Disadvantaged	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Primary	Students with Disabilities	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Birch Grove Primary	Two Or More Races	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Bridgepoint High (Equity Multiplier)	Hispanic	Suspension	2, 4	2.2, 4.1	
School Student Group Lowest Performance	Bridgepoint High (Equity Multiplier)	Socioeconomically Disadvantaged	CCI	4	4.1	
School Student Group Lowest Performance	Bridgepoint High (Equity Multiplier)	Socioeconomically Disadvantaged	Suspension	2, 4	2.2, 4.1	
School Student Group Lowest Performance	Bridgepoint High (Equity Multiplier)	Students with Disabilities	Suspension	2, 4	2.2, 4.1	
School Student Group Lowest Performance	Coyote Hills Elementary	English Learner	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Coyote Hills Elementary	Hispanic	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Coyote Hills Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Coyote Hills Elementary	Students with Disabilities	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Coyote Hills Elementary	Students with Disabilities	ELA	1	1.7, 1.8, 1.11, 1.12	
School Student Group Lowest Performance	Coyote Hills Elementary	Two Or More Races	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	John F. Kennedy Elementary	Hispanic	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Lincoln Elementary	English Learner	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Lincoln Elementary	Hispanic	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Lincoln Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	2	2.4, 2.5	
School Student Group Lowest Performance	Lincoln Elementary	Socioeconomically Disadvantaged	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Lincoln Elementary	Students with Disabilities	ELA	1, 2	1.7, 1.8, 1.11, 1.12	
School Student Group Lowest Performance	Lincoln Elementary	Students with Disabilities	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Newark Junior High	English Learner	Math	1	1.7, 1.8, 1.9, 1.11	
School Student Group Lowest Performance	Newark Junior High	Hispanic	Math	1	1.7, 1.8, 1.11	
School Student Group Lowest Performance	Newark Junior High	Homeless	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Newark Junior High	Socioeconomically Disadvantaged	Math	1	1.7, 1.8, 1.11	
School Student Group Lowest Performance	Newark Junior High	Socioeconomically Disadvantaged	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Newark Memorial High	English Learner	ELPI	1	1.9, 1.10	
School Student Group Lowest Performance	Newark Memorial High	English Learner	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Newark Memorial High	Homeless	Suspension	2	2.2, 2.5	
School Student Group Lowest Performance	Newark Memorial High	Pacific Islander	Suspension	2	2.2, 2.5	
School-wide Lowest Performance	August Schilling Elementary	All Students	ELA	1	1.3, 1.11	
School-wide Lowest Performance	Birch Grove Primary	All Students	Chronic Absenteeism	2	2.4, 2.5	
School-wide Lowest Performance	Bridgepoint High (Equity Multiplier)	All Students	CCI	1, 4	1.1, 4.1	
School-wide Lowest Performance	Bridgepoint High (Equity Multiplier)	All Students	Graduation	1, 4	1.1, 1.11, 4.1	
School-wide Lowest Performance	Bridgepoint High (Equity Multiplier)	All Students	Suspension	2, 4	2.2, 4.1	
School-wide Lowest Performance	Coyote Hills Elementary	All Students	Chronic Absenteeism	2	2.4, 2.5	
School-wide Lowest Performance	Crossroads High (Alternative)	All Students	ELA	1	1.7, 1.8, 1.11	
School-wide Lowest Performance	Crossroads High (Alternative)	All Students	Math	1	1.7, 1.8, 1.9, 1.10, 1.11	
School-wide Lowest Performance	Lincoln Elementary	All Students	Suspension	2	2.2, 2.5	



ALAMEDA COUNTY
OFFICE OF EDUCATION
ACCOUNTABILITY
PARTNERSHIPS

Newark Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #	
Required Action(s) for Technical Assistance	District	Multiple student groups	Multiple indicators	1,2,3	1.1; 1.2; 1.3; 1.4;1.8; 1.9; 1.10; 1.11; 1.12; 2.2; 2.4; 2.6; 3.2; 3.4; 3.5; 3.6	Please make copies of this row as needed for additional actions for Technical Assistance