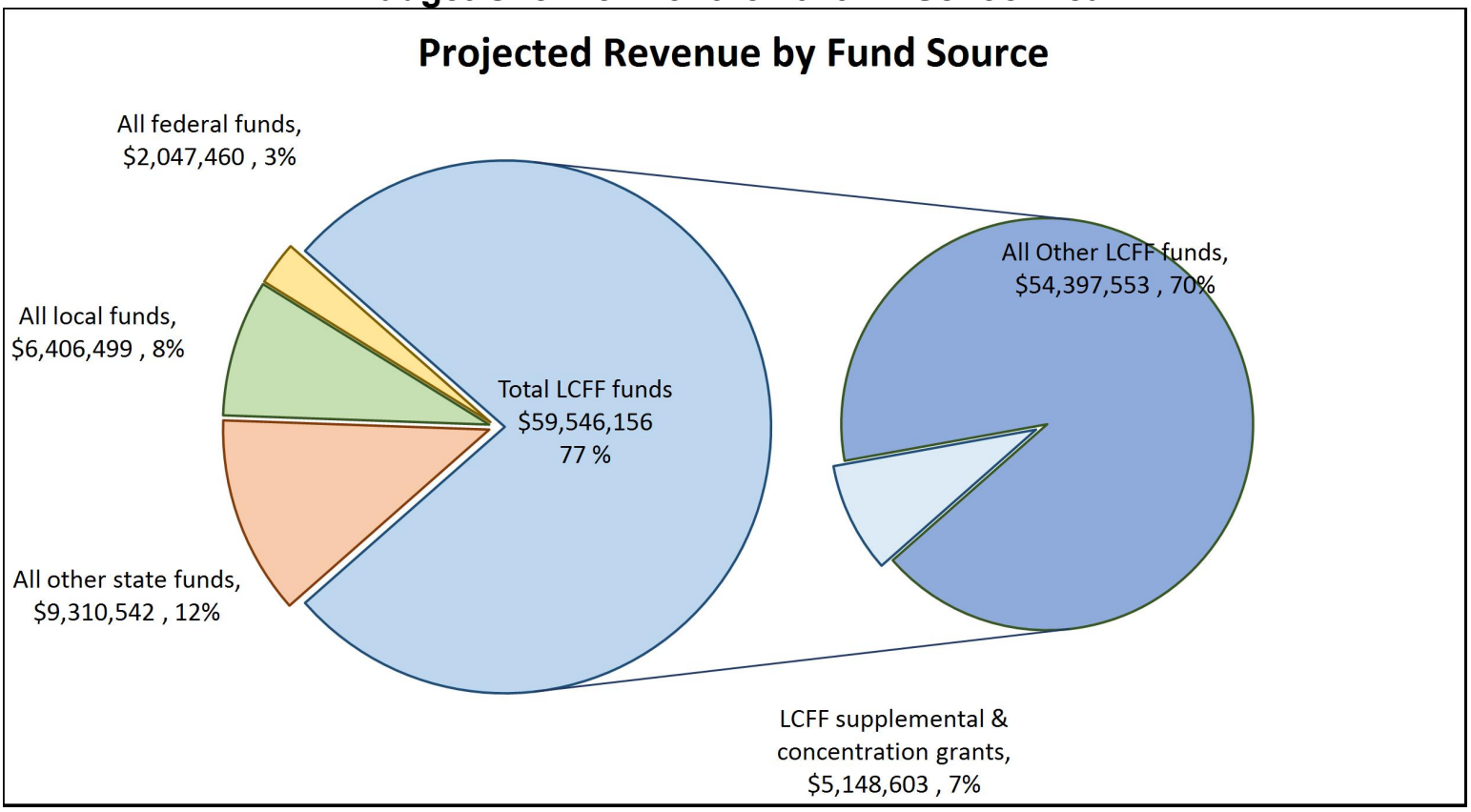
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Newark Unified School District
CDS Code: 01-61234-0000000
School Year: 2026-27
LEA contact information:
Karen Allard
Assistant Superintendent of Educational Services
kallard@newarkunified.org
510-818-4201

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

Budget Overview for the 2026-27 School Year

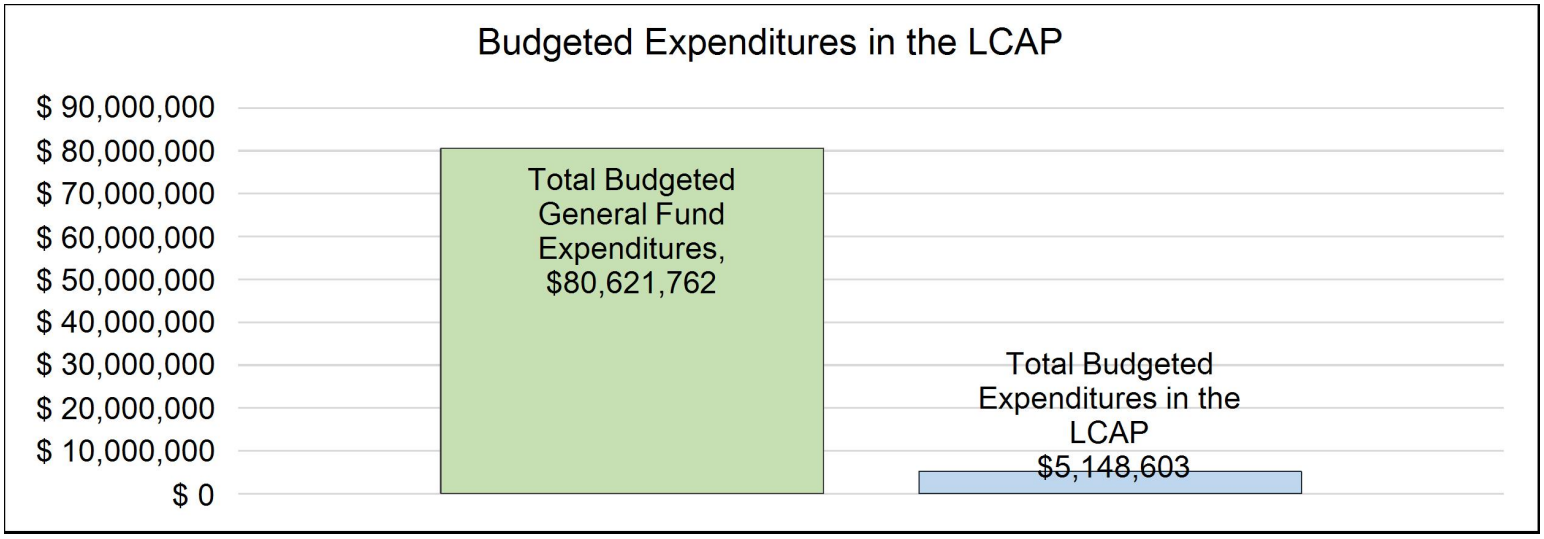


This chart shows the total general purpose revenue Newark Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Newark Unified School District is $77,310,657, of which $59,546,156 is Local Control Funding Formula (LCFF), $9,310,542 is other state funds, $6,406,499 is local funds, and $2,047,460 is federal funds. Of the $59,546,156 in LCFF Funds, $5,148,603 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Newark Unified School District plans to spend $80,621,762 for the 2026-27 school year. Of that amount, $5,148,603 is tied to actions/services in the LCAP and $75,473,159 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

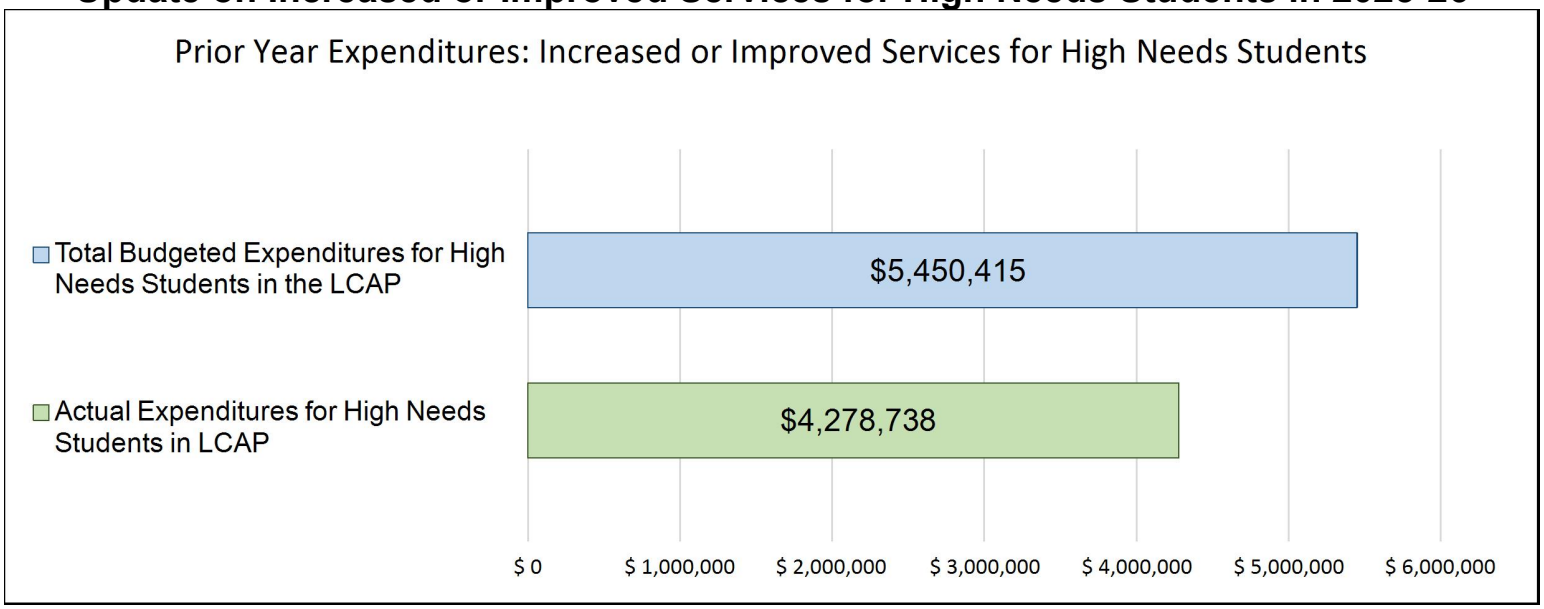
Teacher salaries and benefits, paraprofessional salaries and benefits, special education services, maintenance and operations expenses, utilities, insurance, school and district administration and clerical support, instructional materials and supplies and other outsourced professional services. Additional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

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

In 2026-27, Newark Unified School District is projecting it will receive $5,148,603 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 $6,047,529 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Newark Unified School District's LCAP budgeted $5,450,415 for planned actions to increase or improve services for high needs students. Newark Unified School District actually spent $4,278,738 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,171,677 had the following impact on Newark Unified School District’s ability to increase or improve services for high needs students:

The actual expenditures are less than budgeted expenditures for high needs students in 2025-2026 due to the original programmatic plans costing less than estimated at the beginning of the year. There were also vacancy savings due tobdelayed hiring and setting aside funding for summer credit recovery that begins in June but are paid out during the July payroll. The difference will not impact the overall planned goals, actions and services for high needs students in 2025-2026 and are budgeted as LCAP Carryover in the 2026-2027 fiscal year.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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. Located in the heart of the Bay Area and near Silicon Valley, Newark is bordered by Fremont to the north, east, and south, with the San Francisco Bay to the west." Newark was incorporated as a city in September 1955. It is one of three cities—along with Fremont and Union City—that collectively form the region known locally as the 'Tri-City' area.". Newark's public education system was established in 1865 in a one-room schoolhouse on Newark Boulevard. On July 1,1964 by order of the Newark City Council, Newark Unified School District was officially joined with Newark High School to create the current Newark Unified School District (NUSD).

NEWARK UNIFIED SCHOOL DISTRICT (NUSD)
Based on the 2025 California Dashboard, NUSD serves 4,666 students in preschool through adult education with 11 schools: six elementary schools (including TK programs); one middle school; one comprehensive high school, one continuation high school; one independent study school; and one adult school. During the 2025-2026 school year, NUSD continued to improve on delivering on it's promise to provide a world-class education for all students.

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

California Dashboard:
Student Race/Ethnicity

- Hispanic 51.7%
- American Indian/Alaskan 0.02%
- Filipino 8.2%
- Asian 18.2%
- African American 2.6%
- Pacific Islander 2.1%
- White 8.3%
- Two or More Races 5.9%

In addition, 21.3% of the total population are English learners, 42.1% are socioeconomically disadvantaged and 0.02% are in foster care. Overall, 54.7% of NUSD students fall into the state-defined category of unduplicated students. This means that more than half of our enrolled students fall into at least one of the following categories: low socio-economic status, English Learner, or foster care. Another group we proudly serve are our students with disabilities (14.1%) as well as homeless students (4.7%). (Data cited from CA School Dashboard, 2025: (https://www.caschooldashboard.org/reports/01612340000000/2025).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Reflections: Annual Performance

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

Required actions for the 2024-2027 Newark Unified School District LCAP are detailed in the Required Actions Appendix and the Increased and Improved Services section of this document. The following will identify changes to student outcomes based on the 2025 CA Dashboard.

GRADE LEVEL ACHIEVEMENT AND LANGUAGE ACQUISITION

Literacy Achievement: A review of the 2025 CA Dashboard indicates that overall CAASPP scores increased by 14.7 points and are 7.7 points below standard. Student groups that made growth on the SBAC for ELA are students who identify as African American (+18.8 points), Hispanic (+16.9 points), White (+29.7 points), Pacific Islander (+4.5 points), Economically Disadvantaged (+8.4 points), LTELs (+8.6 points), and English Learners (+4 points). Homeless student scores place them in the red with a decline of 10.3 points. Scores for students with disabilities maintained at +1.2 points. i-Ready results for K-8 show that 43% of students are on track to meet grade level expectations by the end of the 25-26 school year.

Math Achievement: A review of the 2025 CA Dashboard for Math indicates that overall CAASPP scores increased by 4.8 points. Student groups that made growth on the SBAC for Math are students who identify as Hispanic (+4.2 points), Homeless (+12.4 points), and White (+12.7 points). African American (0.3 points) and Economically Disadvantaged (-0.6 points) maintained. Students who are English Learners (-3 points) and Students with disabilities (-4.1 points) declined slightly. i-Ready results for K-8 show that 43% of students are on track to meet grade level expectations by the end of the 2025-2026 school year.

Achievement for Students with Disabilities: A review of the 2025 CA Dashboard indicates that overall students with disabilities maintained in ELA with 1.2 points and declined 3 points in Math. Students with disabilities are ranked as having “very low” performance on both Math and ELA and are ranked on the indicator in red.

Progress for English Learners: For the English Learner Progress Assessment in California (ELPAC), the percentage of current EL students making progress towards English language proficiency or maintaining the highest level of English proficiency is 42.8%. 41.5% of English Learners progressed at least one English Learner Progress Indicator Level (ELPI).

COLLEGE AND CAREER READINESS
Graduation Rate: A review of the 2025 CA Dashboard data indicates 89.3% of eligible students graduated which indicates an increase of 4.1% from the previous year. Student groups that showed increases in the graduation rate for 2025 were Asian (+4.3%), Filipino (6.7%), Hispanic (5.3%), Socio-economically disadvantaged (4.9%), Homeless (13.1%), English Learners (+7.1%), Students with Disabilities (+10%) and Long-Term English Learners (+10.5%). Students who identify as White declined by 12.4%.

Met A-G Requirements for UC/CSU: Met UC/CSU Requirements: A review of the 2025 DataQuest Data indicates 32.6% of graduating seniors have met the A-G course requirements to apply to a UC/CSU University which is an increase of 1.5%

CTE Pathways: CTE Pathways: The 2025 CA Dashboard report reflects 5.4% (n=10) of the students completed a Career Technical Education pathway.

Chronic Absenteeism: A review of the 2025 CA Dashboard indicates an increase in the number of students that are chronically absent, meaning they are missing 10% or more days during the school year. In 2025, 28.6% of eligible students were chronically absent, representing an increase of 11.1% compared to 2024. Student groups in the RED include African American (45.3%), Asian (19.1%), English Learners (34.2%), Filipino (14.8%), Hispanic (35.9%), Homeless (40.5%), Long-Term English Learners (29.6%), Two or More Races (22.7%), Pacific Islander (47.8%), Socioeconomically Disadvantaged (36.3%), Students with Disabilities (37%), and White (17.2%).

Suspension Rates of Students: According to the CA Dashboard, the overall suspension rate in 2025 was 3.6%. The district has greatly improved its rating with a decline of suspensions by 1.5%. Homeless students maintained their suspension rate, while all other student groups, including English Learners (-2.2%), Socio Economically Disadvantaged (-1.8%), Pacific Islander (-6.8%) and African American (-3.2%) showed a decline in their suspension rate for 2025.

2025-2026 California Healthy Kids Survey:
CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. Overall, the data represents maintenance/increases in positive support for students across all grade levels compared to the previous administration in 2024 - 2025.

The 2025-2026 CHKS Survey Data:

In 25-26, the number of student participants increased from 56.8% to 94.8%.

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

5th Grade
Sample size: 301 (95%)
* School connectedness: 76%
* Academic motivation: 82%
* Caring adults in school: 72%
* High expectations adults in school: 83%
* Meaningful participation: 41%
* Social-emotional learning supports: 78%

7th; 9th; 11th; NT (Non-traditional)
Relative Sample Size:
7th: 346 (100%);

9th: 309 (92%);
11th: 307 (92%)
NT: NA (%)

*Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

School connectedness:
7th grade - 57%;
9th grade - 57%;
11th grade - 49%

Academic motivation:
7th grade - 62%,
9th grade - 65%;
11th grade - 71%

Caring adult relationships:
7th grade - 63%;
9th grade - 47%;
11th grade - 54%

High expectations:
7th grade - 72%;
9th grade - 63%;
11th grade - 63%

Meaningful participation:
7th grade - 26%;
9th grade - 21%;
11th grade - 24%

Facilities upkeep:
7th grade - 27%,
9th grade - 36%;
11th grade - 27%

2025-26 California Healthy Kids Survey: Staff Responses
Total Responses: 145 Elementary School: 75; Middle School: 44; High School: 20; NT (Non-traditional):6

% of respondents marking "Strongly agree":
* Caring adult relationships: 42%
* High expectations-adults in school: 49%
* Student meaningful participation: 29%
* Promotion of parent involvement: 32%
* Student learning environment: 39%
* Facilities upkeep: 23%
* Support for social emotional learning: 29%
* Provides adequate counseling support services: 38%
* Anti-bullying climate: 34%

A 2025-2026 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 2024 Dashboard;
-Any student group within NUSD that received the lowest performance level on one or more State Indicators on the 2024 Dashboard; and
-Any student group within a school within NUSD that received the lowest performance level on one or more State Indicators on the 2024 Dashboard.
During the 2025 - 2026 LCAP cycle, the district received additional funds. After completing the required State needs assessment. Based on the completed needs assessment the district will focus LREBG expenditures on the following schools in the associated areas of need include:
Schilling, Coyote Hills, and Bridgepoint in the areas of Chronic Absenteeism, ELA, and Math.

The Learning Recovery Emergency Block Grant (LREBG) was created in the California Budget Act of 2022 which added Education Code (EC) 32526 to establish the LREBG. California Budget Act of 2024 amended EC 32526 to add new requirements including that all funds that will be expended in school years 2025–26, 2026–27, and 2027–28 be subject to a needs assessment and be included in the LCAP. The required needs assessment includes a review of specific metrics regarding English language arts and mathematics outcomes and Chronic absenteeism.

Based on the Needs Assessment conducted for Newark Unified School District, the greatest areas of need are in the area of English Language Arts, Math and Chronic Absenteeism based on data reported on the California Dashboard, which indicates that students from the three schools showed low or very low on the Needs Assessment. The three schools are: August Schilling Elementary, Coyote Hills Elementary and Bridgepoint High School.

August Shilling Elementary:
ELA: Overall students scored 89.9 points below standard which is maintained at 1.2 points from the previous year representing 140 students. When the data is further disaggregated, it appears that English Learners are 115.4 points below standard showing an increase of 3.6 points for 76 students. This group was identified with a Yellow Indicator, based on their status change.
Math: Overall students scored 95.3 points below standard which is maintained at -0.7 points from the previous year representing 141 students. When the data is further disaggregated, it appears that English Learners are 117.5 points below standard showing an increase of 10.7 points representing 68 students. This group was identified with an Orange Indicator, based on their status change.

Chronic Absenteeism: Overall the rate showed an increase from 7.9% (2024) to 19.6% (2025) of students who were chronically absent, representing 375 students . When represented by race/ethnicity or school program, the following revealed:
Asian - 33.3%, English Learners - 43.8%, Hispanic - 45.3%, Socioeconomically Disadvantaged - 47% Students with Disabilities - 59.2%

Coyote Hills Elementary:
ELA: Overall students scored 23.5 points below standard which increased at 10.9 points from the previous year representing 207 students. When the data is further disaggregated, it appears that English Learners are 52.4 points below standard showing an increase of 10.2 points for 81 students. This group was identified with an Orange Indicator, based on their status change.
Math: Overall, students scored 35.8 points below standard which is maintained at 0.6 points from the previous year representing 210 students. When the data is further disaggregated, it appears that English Learners are 68 points below standard showing a decline of 13.4 points representing 84 students. This group was identified with an Orange Indicator, based on their status and change.
Chronic Absenteeism: Overall the rate showed an increase from 26.6% (2024) to 40.1% (2025) of students who were chronically absent, representing 451 students.. When represented by race/ethnicity or school program, the following revealed:
English Learners - 36.1%, Hispanic - 46.7%, Socioeconomically Disadvantaged - 43.4% Students with Disabilities - 47.1%, Two or More Races - 36.4%.

Bridgepoint High School:
Bridgepoint was identified based on Chronic Absenteeism.
Overall the rate showed 60.5% of students who were chronically absent, representing 76 students. When represented by race/ethnicity or school program, the following revealed: Hispanic or Latino students - 62.1%

At Newark Unified School District, it was determined that the greatest need is to provide supplemental curriculum (UFLI), and a consultant at August Schilling to address gaps in ELA and math. The needs assessment and student focus groups indicate a need for counseling support to address connectedness and perceptions of bullying to reduce chronic absenteeism and improve academic outcomes at the high school.

In order to address the outcomes of the Needs Assessment, the following action will take place as represented in the LCAP:

In 26-27 we will have unexpended funds.
Action 2.5: A behavior specialist supports August Schilling Elementary and Coyote Hills Elementary.

Reflections: Technical Assistance

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

NUSD was identified for Differentiated Assistance (DA) based on results of the 2023 CA School Dashboard. According to the Department of Education differentiated Assistance is based on a three year cycle and based on school level student group performance. 2023 showed that at least one student group performed at the lowest level across more than one state priority level.

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

NUSD is focused on addressing challenges of students who have been identified. This includes data analysis protocols, professional learning focused on Professional Learning Communities (PLCs), Multi Tiered Systems of Support (MTSS), Response to Intervention (RTI), designated ELD, and student engagement strategies. In alignment with LCAP Goal 1 the current academic and social emotional MTSS models will be redesigned and implemented with fidelity. It will include a focus on tiered literacy, math support, instructional strategies and behavior interventions.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Bridgepoint High School

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Parent Advisory Committee	The LCAP Advisory Committee had six meetings. Meeting dates include, Nov. 13, 2025; December 4, 2025, January 8, 2026, February 5, 2026, March 12, 2026; April 2, 2026. The committee represents parents from all nine school sites as well as two student representatives, and representatives from each of the employee organizations: Newark Teacher Association (NTA) - 1, California Schools Employee Association (CSEA) - 2, and Newark Unified Management Association (NewMA) - 2. Throughout the school year, the committee provided feedback on various topics including: mid year LCAP report, family input survey, mid-year i-Ready results, parent LCAP survey results, and student focus groups. They also reviewed recommendations from various partners throughout the district including local bargaining units, principals and administrators, DELAC members, SSC/ELAC members, Educational Services Department and parents/students who serve on the LCAP Advisory Committee.
DELAC	The DELAC committee met 10 times. Meeting dates include, October 21, 2025, November 18, 2025, December 16, 2025, January 20, 2026; February 17, 2026; March 17, 2026, April 21, 2026, and May 19, 2026. The DELAC committee represents seven parents from the nine sites sites: Birch Grove Intermediate (1), Coyote Hills Elementary (2),

Educational Partner(s)	Process for Engagement
	Kennedy (1), Lincoln (2), Schilling (2), Newark Middle School (2), and Newark Memorial High School (2). On April 21, 2025 members of the DELAC committee provided recommendations to the current LCAP goals and action steps. For each LCAP goal and action step DELAC members indicated if an action item was effective, (continue funding) partially effective, (adjust funding) or not sufficiently effective to continue funding. DELAC members also provided additional comments and notes to support the needs of our English Learner students and family population.
School Site Council (SSC)/ELAC	All sites have a School Site Council (SSC) who are scheduled to meet met a minimum of five times during the school year. During the months of March and April, members of the Educational Services Department or the site principal facilitated feedback sessions with each school site SSC/ELAC. For each LCAP goal and action step SSC/ELAC members indicate if an action item is effective (continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. SSC/ELAC members also provide additional comments and notes to support the needs of their individual school sites.
SELPA	To ensure the LCAP aligns with the regional plan and effectively supports students with IEPs, Mission Valley SELPA Director Sarah Kappler provided valuable feedback during the annual review. She emphasized the importance of continuing to prioritize inclusive practices and implementing strategic Tier 2 interventions, particularly to support Hispanic students who are currently being over-identified for Special Education Services. Additionally, she recommended focusing on intervention strategies for K-2 students, who will be screened for reading difficulties and dyslexia using the state-approved readiness screener, Multitudes. She also highlighted the need to include targeted interventions in Math and Language Arts for students with disabilities. Furthermore, she advised efforts to reduce the over-identification of Hispanic students in the specific learning disability category. Lastly, she suggested that portions of the CIM plan be incorporated into the LCAP.
Parents/Guardians/Families	NUSD created an LCAP input survey. The LCAP Advisory Committee reviewed the survey and offered feedback before this was distributed

Educational Partner(s)	Process for Engagement
	to all families. The survey was a combination of Likert scale and open ended response items addressing three main areas: student academic achievement, conditions of learning, and school culture and climate. The LCAP input survey was sent to all families via Parent Square on January 12, 2026. Two additional reminders were sent to families on January 20, 2026 and February 10, 2026. The District received 341 responses from parents/guardians across the district and the LCAP Advisory Committee analyzed the results of the survey on April 16, 2026.
Local Bargaining Units	The LCAP Advisory Committee includes one member from NTA, (Newark Teachers Association) two members from CSEA (California School Employee Association) and two members from NEWMA. (Newark Management Association). For each LCAP goal and action step NTA, CSEA and NEWMA members indicated if an action item was effective (continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. Additional comments were also solicited for each goal and action item.
Other School Personnel	All school personnel have the opportunity to provide input through their local bargaining units.
Principals	All nine principals were asked to provide recommendations from the current LCAP goals and action steps. For each LCAP goal and action step principals indicated if an action item was effective(continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. Principals could also provide additional comments and notes to support the needs at their school sites.
Students	Groups of students from Newark Middle School, Newark Memorial High School, and Bridgepoint were given an opportunity to participate in a survey the week of April 23, 2026. There were 579 responses to questions that focused on academic achievement, welcoming and inclusive environment, and school culture and climate.
Educational Partners at Equity Multiplier School	Bridgepoint High School generates Equity Multiplier Funds. The School Site Council (SSC) and English Learner Advisory Committee (ELAC), along with the Home School Liaison, engaged in ongoing

Educational Partner(s)	Process for Engagement
	discussions throughout the year. These consultations directly influenced decisions related to the use of Equity Multiplier funds.
Teachers	Teachers who serve on their School Site Councils (SSC) represent the teachers at their school sites. During the months of March and April, each SSC provided recommendations to the current LCAP goals and action steps. For each goal and action step teachers who serve on their School Site Council could indicate if an action item was effective (continue funding), partially effective (adjust funding), or not sufficiently effective to continue funding. They could also could also provide additional comments and notes to support the needs of teachers throughout the district.

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

The district solicited input on the LCAP goals, actions, metrics and investments through a robust set of multiple engagements with various committees and groups, as well as through an LCAP input survey that had 341 responses. This collaborative approach ensured that diverse perspectives from all educational partners were considered to ensure the LCAP plan is responsive and relevant to address the unique needs and priorities of the NUSD community. The feedback was provided during in person meetings, virtual meetings, and through staff and parent surveys. Some of the key themes that emerged from the survey responses as well as in the meetings with educational partners that influenced the creation of new or improved actions include the following:

LCAP Survey Summary 2026 – Brief Overview

Parent feedback reveals a balance of appreciation and concern, highlighting key priorities across the district. Families are advocating for increased academic rigor through expanded access to advanced coursework, STEM opportunities, and programs that better prepare students for college and future careers. Simultaneously, there is a strong emphasis on real-world learning experiences, such as financial literacy, career exploration, and practical life skills, to better equip students for success beyond high school.

Parents also highlighted the need for improved intervention and academic support, including tutoring, earlier communication when students struggle, and more individualized instruction. Concerns about teaching quality, staffing stability, and over reliance on technology were noted, alongside requests for smaller class sizes and better training to support diverse learners, including English learners and students with IEPs.

Communication emerged as a key theme with families wanting more consistent updates and stronger connections with teachers and schools. Additionally, there is a desire for expanded enrichment opportunities, including sports, clubs, field trips, and dual language programs, as well as increased attention to student well-being, mental health, and school climate.

Overall, families are seeking a balanced approach: higher academic expectations paired with stronger support systems, improved communication, and meaningful preparation for life after graduation.

Student Focus Groups Insights

Student responses highlight several consistent priorities that influence both daily experiences and overall well-being. The most common concerns focus on bathroom access, cleanliness, and safety, alongside a strong desire for higher-quality, more appealing school meals. Many students also expressed support for reinstating structured academic support periods, such a tutorial period during the school day at the high school, and emphasized the need for balanced phone policies that prioritize both learning and safety. Additionally, students underscored the importance of supportive teachers, accessible mental health resources, and improvements to campus facilities, including WiFi and classroom conditions. Finally, there is a clear interest in more engaging activities, field trips, and opportunities for student involvement, along with a call for the school to listen to and act upon student feedback.

Educational Partners Insights
Overall, there is a request for additional counselors to meet student academic and career planning needs. Parents requested investigation of Language Line. The service is not as helpful as planned as parents receive phone calls from Language Line that are not identified. The district will look into alternatives or investigate further how Language Line can be utilized more often during the school year.
Parents questioned using supplemental funding for teacher salaries. Originally, teacher salaries at Schilling were included in the LCAP to support the Dual Language Immersion Program. The program at Schilling was discontinued for the 2025-2026 school year. When the program was discontinued a new action was created to support qualified credentialed teachers with an English Language Authorization (CLAD). These teachers receive additional Professional Development and support to provide instruction for English Learners.

Equity Multiplier Funds Insights
Educational Partners appreciate the additional funding to support student mental health and attendance. Comments about the community liaison include: "The community liaison is awesome." "She really cares about the students." "Love the way she encourages them."
"Excelente apoyo con mi hijo."
"She is an asset to the school!"

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In alignment with District Strategic Goal 1, Newark Unified School District will prioritize student achievement. According to the 2023 CA Dashboard, the percentage of students meeting or exceeding state standards is 35.17% in Mathematics and 44.34% in English Language Arts (ELA). Additionally, student subgroup performance, particularly among unduplicated groups, falls below the overall student rates. English Learners achieve approximately 4.05% in Math and 8.4% in ELA, while socioeconomically disadvantaged students perform at 45% in Math and 30.38% in ELA. Similar trends are observed across other metrics reported on the CA Dashboard; specific rates are outlined below. NUSD strongly believes that with the right conditions and support, all students can succeed. By focusing on effective teaching and learning, and providing ongoing professional development for educators in instruction and pedagogy, we aim to elevate student achievement levels. Furthermore, by fostering a culture of continuous improvement among both teachers and students, we are committed to developing 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%; EL: 6.98%;	2024 SBAC Math Percent Met of Exceeded Standards All: 35.58%;	2025 SBAC Math Percent Met or Exceeded Standards All: 38.52 %;	2026 SBAC Math Percent Met or Exceeded Standards All: 50%;	Percent Met or Exceeded Standards All: +3.35% EL: +0.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unhoused: 20.0%; SED: 22.45%; SwD: 11.43%; AA: 27.27%; Asian: 69.25%; Filipino: 43.81%; Hispanic: 20.51% PI: 21.82%; White: 45.42%; 2+ races: 50%	EL: 6.99%; Unhoused: 17.15%; SED: 22.95%; SwD:14.32%; AA: 23.21% Asian: 62.93% Filipino: 54.85% Hispanic: 20.43% PI: 14.28% White: 47.84% 2+ races: 54.08%	EL: 7.89 %; Unhoused: 17.64 %; SED: 24.47%; SwD: 12.95%; AA: 29.41% Asian: 63.41% Filipino: 60.11 % Hispanic: 23.86 % PI: 18.00% White: 50.56% 2+ races: 57.14 %	EL: 47.0%; Unhoused: 50.0%; SED: 50%; SwD: 47%; AA: 47%; Asian: 75%; Filipino: 59%; Hispanic: 40% PI: 42%; White: 60%; 2+ races: 65%	Unhoused: -2.36% SED: +2.02% SwD:+1.52% AA: 2.14% Asian: -5.84% Filipino: +16.3% Hispanic: 3.35% PI: -3.82% White: +5.14% 2+ races: +7.14%
1.2	Mathematics: iReady Results	2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41%	2025 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 45% Kinder: 54% First: 37% Second: 43% Third: 44% Fourth: 51% Fifth: 46%	2026 Winter Diagnostic Assessment: Percent On or Above Grade Level MATHEMATICS All: 47% Kinder: 54% First: 40% Second: 43% Third: 40% Fourth: 52% Fifth: 51%	2027 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 58% Kinder: 61% First: 52% Second: 53% Third: 69% Fourth: 63% Fifth: 56%	Percent "On or Above Grade Level in Mathematics All: +4% Kinder: +8% First: +3% Second: +5% Third: -13% Fourth: 4% Fifth: +10 %
1.3	English Language Arts: SBAC Results (Data Source: CAASPP Dashboard)	2023 - ELA Percent Met or Exceeded Standards All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.15% AA: 30.35%	2024 - ELA Percent Met or Exceeded Standards All: 44.21% EL: 7.39% Unhoused: 27.28% SED: 31.06%	2025 ELA Percent Met or Exceeded Standards All: 49.10% EL: 5.8% Unhoused: 23.76% SED: 33.33% SwD: 13.31%	2026- Percent Met or Exceeded Standards All: 59% EL: 28% Unhoused: 42% SED: 50% SwD: 36%	Percent Met or Exceeded Standards All: 4.67% EL: -2.6% Unhoused: +0.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 72.79% Filipino: 63.34% Hispanic: 29.94% PI: 22.22% White: 56.4% 2+ races: 58.56%	SwD: 17.14% AA: 32.14% Asian: 67.77 Filipino: 69.08% Hispanic: 30.13% PI: 18.18% White: 55.45% 2+ races: 60.61%	AA: 44.00% Asian: 68.60% Filipino: 75.54% Hispanic: 35.27% PI: 19.61 % White:65.92 % 2+ races: 64.55%	AA: 50% Asian: 79% Filipino: 70% Hispanic: 40% PI: 42% White: 71% 2+ races: 70%	SED:+2.95% SwD: -2.84% AA: +13.65% Asian: -4.19% Filipino: +12.2% Hispanic: +5.33% PI: -2.61% White: +9.52% 2+ races: +5.99%
1.4	English Language Arts: iReady- Reading Overall	2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43%	2025 Winter Assessment: Percent "On or Above grade level" READING All: 52% Kinder: 66% First: 44% Second: 53% Third: 59% Fourth: 46% Fifth: 44%	2026 Winter Diagnostic Assessment: Percent On or Above Grade Level READING All: 48% Kinder: 66% First: 52% Second: 53% Third: 60% Fourth: 40% Fifth: 45%	2027 Winter Assessment: Percent "On or Above grade level" READING All: 65% Kinder: 72% First: 63% Second: 65% Third: 78% Fourth: 58% Fifth: 58%	Percent "On or Above Grade Level in Reading All: -1% Kinder: +9% First: 4% Second: +3% Third: -3% Fourth: -3% Fifth: +2%
1.5	English Learner Progress: ELPAC Scores	2023 Summative ELPAC Results - Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246)	2024 Summative ELPAC Results Percentage scoring: Overall Level 4: 10.78% (108) Overall level 3: 29.04% (291) Overall Level 2: 31.54% (316) Overall Level 1: 28.64% (287)	2025 Summative ELPAC Results Percentage scoring: Overall Level 4: 16.96% (136) Overall level 3: 27.31% (266) Overall Level 2: 30.49% (297) Overall Level 1: 28.23% (275)	2026 Summative ELPAC Results - Percentage scoring: Overall Level 4: 25% Overall level 3: 40% Overall Level 2: 25% Overall Level 1: 10%	Summative ELPAC Results Percentage scoring: Overall Level 4: 1.26% Overall level 3: -3.22% Overall Level 2: +0.26% Overall Level 1: +4.16%

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%	2024 Reclassification Total % of Reclassified EL 7%	2025 Reclassification Total % of Reclassified EL 8.5% 78 out of 922	2026 Reclassification Total % of Reclassified EL 35%	2025 Reclassification Total % of Reclassified EL -12.5%
1.7	CA Dashboard Local Indicator Implementation of Academic Standards	2023 CA Dashboard Local Indicator Implementation of Academic Standards Professional Development ELA - Full Implementation Math- Full Implementation NGSS - Full Implementation and Sustainability	2024 CA Dashboard Local Indicator Implementation of Academic Standards Professional Development: ELA - Full Implementation Math - Full Implementation NGSS - Full Implementation and Sustainability	2025 CA Dashboard Local Indicator Implementation of Academic Standards Professional Development: ELA - Full Implementation Math - Full Implementation NGSS - Full Implementation and Sustainability	2026 CA Dashboard Local Indicator Implementation of Academic StandardsProfessional Development ELA - Full Implementation and Sustainability Math - Full Implementation and Sustainability NGSS - Full Implementation and Sustainability	No difference from baseline
1.8	Implementation of ELD Standards	2023 CA Dashboard Professional Development ELD Standards- Initial Implementation	2024 CA Dashboard Professional Development ELD Standards- Initial Implementation	2025 CA Dashboard Professional Development ELD Standards- Initial Implementation	2026 CA Dashboard Professional Development ELD Standards- Full Implementation	2025 CA Dashboard Professional Development ELD Standards-Full Implementation
1.9	College and Career: UC/CSU Requirements	2023 CDE DataQuest Percent Met UC/CSU Requirements:	2024 CDE DataQuest Percent Met	2025 CDE DataQuest Percent Met UC/CSU Requirements	2026 CDE DataQuest Percent Met	2025 CDE DataQuest Percent Met

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%	UC/CSU Requirements: All: 31.1% AA: 20% Asian: 46.9% Filipino: 51.1% Hispanic: 20.9% White: 45.1% 2+ races: 35.7% EL: 8.8% Unhoused: 18.8% SwD: 7.8% SED: 26.9%	All: 32.6% AA: 26.7% Asian:45.9% Filipino: 50.0% Hispanic: 23.5% White: 33.3% 2+ races: 57.9% EL: 12.9% Unhoused: 13.6% SwD:22.7% SED: 27.1%	UC/CSU Requirements: All: 58 % AA: 65% Asian: 84% Filipino: 76% Hispanic: 50% White: 66% 2+ races: 73% EL: 36% Unhoused: 44% SwD: 34% SED: 54%	UC/CSU Requirements: All: -10.6% AA: - 23.3% Asian: - 21.4% Filipino: - 10.9% Hispanic: - 7.2% White: -18.1% 2+ races: 0% EL: -3.1% Unhoused: -9.9% SwD: +8.4% SED: -6.8%
1.10	College and Career: CTE Pathways	2023 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 22.4% (95) EL: 12.8%; Unhoused: 5.9%; SED: 19.1%; SwD: 16.1%; AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%; White: 14.3%	2024 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 28.3% EL: 12.1%; Unhoused: 18.8%; SED: 24.6%; SwD: 18.8%; AA: 13.3% Asian: 18.8% Filipino: 37.8% Hispanic: 25.6% White: 52.9%	2025 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 4.6% EL: 1.0% Unhoused: 4.5% SED: 4.0% SwD: 0% AA: 0% Asian: 3.3% Filipino: 2.4% Hispanic: 5.9% White: 2.8%	2026 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 35% EL: 30% Unhoused: 30% SED: 30% SwD: 30% AA: 30% Asian: 30% Filipino: 35% Hispanic: 30% White: 30%	2025 College/Career Measures Report Percent Met CTE Pathway Completion (Source: Dataquest) All: -17.8% EL: -.11.8% Unhoused: -1.4% SED: -15.1% SwD: -16.1% AA: -21.4% Asian: -14.9% Filipino: -32.4% Hispanic: -15.1% White: -11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	College and Career: A - G and CTE Pathways Combined	2023 College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: 12.3% AA: 21.4% Asian: 10.9% Filipino: 28.3% Hispanic: 8.8% White: 8.6% EL: 5.3% SED: 8.1% SwD: 3.6%	2024 College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: 11.8% AA: 6.7% Asian: 12.5% Filipino: 22.2% Hispanic: 7.7% White: 25.5% EL: 3.3% SED: 9.2% SwD: 0%	2025 College and Career A-G and CTE Pathways Combined (Source: DataQuest A-G and CTE Combined All: 1.5% AA: 0% Asian: 3.3% Filipino: 0 % Hispanic:1.4% White: 0% EL: 0% SED: 1.5% SwD: 0%	2026 College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: 22% AA: 42% Asian: 26% Filipino: 48% Hispanic: 29% White: 24% EL: 25% SED: 28% SwD: 24%	College and Career: A - G and CTE Pathways Combined (Source: DataQuest): A-G and CTE Combined All: -10.8% AA: -21.4% Asian: -7.6% Filipino: -28.3% Hispanic: -7.4% White: -8.6% EL: -5.3% SED: -6.6% SwD: -3.6%
1.12	NGSS: SBAC Results	2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.09% EL: 1.49% Unhoused: 13.04% SED: 16.23% SwD: 6.35% AA: 19.2% Asian: 54.12% Filipino: 39.6% Hispanic: 15.21% PI: 0% White: 39.65%	2024 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.91% EL: 2.45% Unhoused: 3.13% SED: 16.75% SwD: 11.53% AA: 27.59% Asian: 52.54% Filipino: 44.55% Hispanic: 13.44% PI: 8.00%	2025 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 28.35% EL: 0.90 % Unhoused:18.42 % SED:17.11 % SwD: 6.01% AA: 22.22% Asian: 47.64% Filipino: 44.57% Hispanic:16.20 % PI: 13.64%	2026 SBAC Science Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 40% EL: 20% Unhoused: 42% SED: 36% SwD: 26% AA: 39% Asian: 69% Filipino: 54% Hispanic: 35% PI: 20%	SBAC Science Percent Met or Exceeded Standards All: + 2.26% EL: -0.59% Unhoused: +5.38% SED: +0.88% SwD: -0.34% AA: +3.02% Asian: -6.48% Filipino: + 4.97% Hispanic: +0.99% PI: +13.64% White: +4.35% 2+ races: +5.27%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+ races: 43.54%	White: 36% 2+ races: 43.66%	White: 44.00% 2+ races:48.81 %	White: 55% 2+ races: 57%	
1.13	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	2023 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	2024 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	2025 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	2026 100% of schools offer an adopted course of study as described in Ed. Code sections 51210 and 51220.	No difference from baseline.
1.14	Graduation Rate	2023 CA Dashboard All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3%% SED: 80.2% SwD: 69.6%	2024 CA Dashboard All: 85.2% AA: 86.7% Asian: 87.5% Filipino: 93.3% Hispanic: 82.1% White: 90.2% EL: 68.1% SED: 82.3% SwD: 70.3%	2025 CA Dashboard All: 89.3% AA: 100.0% Asian: 91.8 % Filipino: 100% Hispanic: 87.3% White: 77.8% EL:75.2 % SED:87.2 % SwD: 80.3%	2026 CA Dashboard All 99% AA 80% Asian: 99% Filipino: 99% Hispanic: 95% White: 99% EL: 91% SED: 95% SwD: 89%	2024 CA Dashboard All: +5.6% AA : +35.7% Asian: -2.7% Filipino: +13% Hispanic: +7% White: -10.8% EL: +3.9% SED: +7% SwD: +10.7%

Goal Analysis [2025-26]

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

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

NUSD made progress implementing planned actions while adapting to emerging needs and challenges. Our actions are grouped into four categories: Successful implementation, implementation challenge, modified implementation, not implemented.
Successful Implementation:

Action 1.1: Three academic counselors support students at Newark Memorial High School. They regularly meet with English Learners and Long-Term English Learners (LTELs) to promote increased graduation rates. Currently, 53.8% of LTELs are making progress, up from 31.9% the previous year. The graduation rate for 2024 was reported as 93.2% on the dashboard, and it saw a slight increase to 93.9% in 2025.

Action 1.2: Starting in the 2025-2026 school year, this professional development initiative focused on enhancing student outcomes at Schilling Elementary, our lowest performing school in the district. Teachers deepened their understanding of pedagogy—both theory and practice—related to literacy and language acquisition for English Learners. They also strengthened the implementation of key classroom strategies throughout the instructional day to support EL growth in literacy, language development, and vocabulary. Additionally, teachers participated in three cycles of inquiry collaboration sessions to monitor the academic progress of their English Learners and Long-Term English Learners.

Action 1.4: In 2025, 474 students were enrolled in the ROP classes at Newark Memorial High School. Students in the on-campus ROP classes participated in: digital photography, culinary arts, sports and entertainment marketing, business and professional development, and entrepreneurship. 115 students are enrolled in the off campus ROP classes. These classes include Emergency Medical Responder, Automotive Technology, and Careers in Education along with others. 58 students at Bridgepoint High School were enrolled in ROP classes: culinary arts, and business and professional development.

Action 1.6: The 0.8 FTE College and Career Coordinator at the high school provided support to students in meeting UC/CSU requirements and helped students and parents navigate the college application process. For the 2025-26 school year, the Puente program has a freshman cohort of 63 students, of whom 52.1% are first-generation college-bound students and 61.5% identify as Latino.

Action 1.7: Over 200 teachers, classified and/or administrators attended professional learning opportunities using funds from Action 1.7.

Action 1.8: Supplemental subscriptions, including i-Ready, AXIOM, Google Workspace, CharacterStrong, A2A, and Subject, have been successfully implemented. i-Ready has become a key tool in supporting student learning, with 82% of students actively using the program. To promote personalized learning, the weekly time requirement for i-Ready Reading has been increased: students in grades 1-8 are now expected to spend at least 30 minutes per week, while Kindergarten students are expected to spend 20 minutes. Additionally, our online credit recovery program, Subject, saw 32 students complete courses as of March 26, 2026, at Newark Memorial High School and Bridgepoint High School.

Action 1.9: Designated ELPAC testers were assigned to school sites to administer ELPAC assessment. 99% of English Learners completed all sections of the ELPAC in 2025.

Action 1.10: Each site designates an EL liaison responsible for administering the annual ELPAC assessment. These EL liaisons also support small group instruction focused on language development and academic strategies tailored for Long-Term English Learners. Additionally, they assist students in preparing for the ELPAC to ensure they are ready for assessment.

Action 1.11: All schools included goals and actions in their Board approved site SPSAs to increase student outcomes addressing student achievement, engagement and/or conditions of learning. Our TK-8 sites administer i-Ready Reading and Math diagnostic assessments in the Fall, Winter and Spring in grades K-8 to monitor student academic growth throughout the school year.

Action 1.12: The 0.3 FTE COST coordinator has supported Birch Grove Intermediate, Schilling Elementary, and Newark Memorial High. A total of 368 students (BGI 59; Schilling 99, NMHS 210) have received wrap around mental health support and/or counseling both academically and personally. This is an increase of 122 students from 2025 receiving support.

Action 1.13: Chromebooks and Chromebook carts were purchased.

Action 1.14: This Action supports our yearly high school summer school credit recovery program as a high number of unduplicated students from Newark Memorial High School and Bridgepoint High School attend Summer school. 314 students participated in this summer program.

Action 1.15 This year, NUSD has been piloting the STAR Renaissance and i-Ready assessments for students grades 9-12 in ELA and Math. Starting in the fall of 2026, all high school students will be assessed three times a year using STAR Renaissance to evaluate students academic progress.

Action 1.16: This initiative covered 50% of the costs for eight teacher salaries in classrooms serving a high number of unduplicated students at Schilling Elementary School. Additional support and coaching was also provided to these teachers to enhance their knowledge of instructional strategies tailored for English Learners and Long-Term English Learners.

Not Implemented:
Action 1.3 Discontinued.
Action 1.5: Discontinued

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.

Following a review of budgeted and actual expenditures, the following discrepancies were noted.

Action 1.1: $29,340.74 overspent due to negotiated salary increases
Action 1.2: $49,000 the total expenditure will move to Educator Effectiveness Funds (EEF)
Action 1.7: $70,000 the total expenditure will move to EEF
Action 1.8: $133,379 remaining balance-contracts are waiting to be submitted and processed with Purchasing.
Action 1.10: $3,113.83 overspent due to negotiated salary increases
Action 1.11 $187,164.64 remaining balance, sites were allocated funding in each of the three goals to support aligned actions at their site. This caused some confusion about using the correct budget codes and overall site allocated funding. Principals will need more training on matching LCAP/SPSA expenditures to designated budget codes to ensure all funds are expended.
Action 1.13 $38,741.47 remaining balance continuing to identify tech needs
Action 1.14 $143,400 remaining balance Summer School Credit Recovery will be paid out of this
Action 1.15 $34,523 remaining balance. This year was a pilot for the diagnostic and was only used by a few teachers. Next year, this diagnostic will be used by all high school teachers.
Action 1.16 $210,828.66 remaining balance. At the beginning of the year, seven teachers were paid 50% of their salary for this action, in March this was reduced to five teachers which accounts for the discrepancy.

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

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

Strong Effectiveness

Action 1.2: Classroom walkthroughs indicate that the level of implementation has increased, with teachers effectively applying strategies learned during Professional Development. Schilling Winter i-Ready scores show that 32% of students are at or above grade level in ELA compared to 18% in the fall. 23% students are on grade level in Math compared to 10% in the fall. Additionally, a survey was sent to teachers, with 80% reporting that the support they received was helpful in implementing the UFLI phonics program.

Action 1.7: A total of 200 staff members utilized allocated funds to participate in various professional learning opportunities, including the annual CABE conference, K-2 Readiness Screener training, PBIS Conference, Secondary Schools Counselor Conference, CISC Conference, Crisis Prevention Institute workshops, CAHPERD Conference, and ACSA SpEd Conference. Teachers attended workshops focused on implementing Professional Learning Communities, research-based strategies aimed at improving academic outcomes. As a result, there was a 3.3% increase in students meeting or exceeding standards in math, a 4.7% increase in students meeting or exceeding standards in ELA, and a 2.6% increase in students meeting or exceeding NGSS standards. The 2024 CA Dashboard Local Indicator for the Implementation of Academic Standards indicates full implementation or full implementation with sustainability for professional development related to math, ELA, and NGSS.

Action 1.8: Second through fifth grade teachers utilized the i-Ready Reading Personalized Learning platform consistently throughout the school year. 1st grade started in October and Kindergarten started in February. In 2025 - 2026 school year students i-Ready weekly usage was thirty minutes per week for reading. The baseline score, taken in August 2025, indicated that 31% of students were at or above grade level. The winter diagnostic assessment, taken in February indicated 48% were at or above grade level. For English Learners 16% were on grade level in August. The winter diagnostic indicated that 32% were at or above grade level.

Action 1.10: As of March 3, 2026, 83 students were reclassified compared to 109 in 2025. EL Liaisons support small group instruction for English learners including Long Term English Learners. We will review ELPAC scores when they are released to review the effectiveness of this action. In 2025, English Learners increased 7.2% and LTELs increased 8.9%. The percent of students that grew at least one level was 41.5% which was an increase of 6.4%.

Action 1.11: School sites implemented their SPSA funding to address student achievement, engagement and/or conditions of learning. i-Ready results in English Language Arts and Math are projecting an increase in proficiency in both subjects.

Action 1.16: The number of students have doubled for the number of students Early/On Grade Level for English Learners while showing a significant decrease in the number of students who are 2 or more grade levels below.

Action 1.17: There has been a 1.26% increase in the number of students scoring a Level 4 on the Summative ELPAC. Additionally, scores on the SBAC assessments showed a 4.67% increase in ELA and a 3.35% increase in Math

Emerging Effectiveness

Action 1.1: Graduation Rates for 2025 are at 89% an increase of (5%) while the A-G rate in 2025 showed a decline from 43% to 33% a decline of 10% therefore, this action is considered to be emerging. The UC/CSU rate decreased by 10.6% as well. While students are meeting the graduation requirements, students are not meeting the A-G and UC/CSU requirements which would require additional monitoring to their academic progress. This is showing us that we will need to work with counselors to support student in growth towards A-G and UC/CSU requirements.

Action 1.4: In 2025, 474 students were enrolled in the ROP classes at Newark Memorial High School compared to 496 last year. Students in the on-campus ROP classes participated in: digital photography, culinary arts, sports and entertainment marketing, business and professional development, and entrepreneurship. 115 students are enrolled in the off campus ROP classes. 58 (115 for 24-25) students at Bridgepoint High School were enrolled in ROP classes: culinary arts, and business and professional development. Based on the associated metrics for this action overall Graduation Rates for 2025 are at 89% an increase of (5%) while the A-G rate in 2025 showed a decline from 43% to 33% a decline of 10% therefore, this action is considered to be emerging. The UC/CSU rate decreased by 10.6% as well. This action is considered emerging.

Action 1.6: Although Graduation Rates have increased, the A-G rate has not increased, therefore, this action is considered to be emerging. The 2025-26 Puente program has 63 students in the freshman cohort. 52.1% are first generation college bound students and 61.5% are Latino. The College and Career specialist started his position early February. He is creating career fairs, sharing scholarships for students, creating schedules for college visits, and organizing awards ceremonies for students. He also works with students to create individualized college and/or career goals.

Action 1.9: In 2025, 99% of English Learners completed all sections of the ELPAC. Long-Term English Learners experienced a decline of 54.9 points on the SBAC in ELA and a decrease of 34.4 points in Math.

Action 1.12 Students with Disabilities Met or Exceeded State Standards: 2025 SBAC Math SwD: 13% (-14%); 2025 SBAC ELA SwD: 13% (-3%), 2025 California Dashboard Met UC/CSU Requirements SwD: 23% (+9%), 2025 California Dashboard CTE Pathways Completion: SwD: 0% (-16%); 2025 California Dashboard Graduation Rate: SwD: 88% (+19%). This was showing emerging effectiveness because of the decrease in ELA and Math outcomes for SwD. At the same time, there was an increase for SwD meeting the UC/CSU requirements and Graduation Rate. These metrics only applies to high school students.

Action 1.13: Funds were used to purchase 1:1 Chromebooks for all 9th grade students.

Action 1.14: High school summer school credit recovery program. Although Graduation Rates have increased, the A-G rate has not increased, therefore, this action is considered to be emerging.

Action 1.15: High School ELA and Math departments are piloting the STAR Renaissance formative assessment for all grade levels. The 2025 11th Grade SBAC ELA 57% met or exceeded grade level standard and SBAC Math had 30.5% meet or exceed grade level standard.

Ineffective Actions

All Actions we found to be strong effectiveness or emerging effectiveness.

Discontinued in 2025-26:

Action 1.3 Discontinued.
Action 1.5: Discontinued
Action 1.12 was Discontinued to to budget cuts.

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

Based on feedback from educational partners and recommendations from the LCAP Advisory Committee, the following are descriptions of any changes made to the planned goal, metrics, target outcomes, or actions for the upcoming year, reflecting on previous practices for Goal #1:

Metrics Modifications
None

Action Modifications

Action 1.3: This Action was discontinued in 25-26.

Action 1.5: This Action was discontinued in 25-26.

Action 1.12: This Action will be discontinued due to budget constraints in 26-27. Responsibilities will be transferred to the Manager of Parent Engagement (Action 2.6).

Action 1.17: This new action allocates salaries for bilingual aides across all eight sites. These positions will be centralized, with a primary focus on supporting English Learners in ELA and Math. Input from DELAC informed this initiative, as parents expressed a strong desire for additional support to help students learning English.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Counselors	Salary and benefits for counseling staff. Three 1.0 FTE secondary counselors at the comprehensive high school to increase graduation rates and college/career readiness	$493,257.00	Yes
1.2	Intensive English Language Development Professional Learning	THIS ACTION HAS BEEN MODIFIED. Intensive English Language Development professional learning including language production, student engagement, and academic vocabulary will increase student outcomes for English Learners and Long Term English Learners.	$70,000.00	Yes
1.3	DISCONTINUED Dual Language Immersion (DLI)	DISCONTINUED-(program and salary for teachers to meet the needs of the Dual Language Immersion program for grades K-4) This action is replaced with Action 1.16.	$0.00	
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	DISCONTINUED: Teaching and Learning with STEAM	DISCONTINUED-Program developers for the Science Curriculum (FOSS); supporting implementation in the classroom, resources, and technical assistance for NGSS implementation and instruction.	$0.00	
1.6	College and Career Support	0.8 FTE - College and Career Specialist to provide opportunities for students to define a pathway during and beyond high school for college and career readiness; Puente Program	$92,000.00	Yes
1.7	District Professional Development for	Funds to support Professional Learning districtwide for certificated and classified staff	$174,732.98	Yes

Action #	Title	Description	Total Funds	Contributing
	Classified and Certificated Staff			
1.8	Instructional Program Subscriptions	To support continuing subscriptions that are critical to instructional delivery, academic services, and student engagement. Instructional Program Subscriptions (High School Credit Recovery Online Program, Axiom, Google, Character Strong, i-Ready; A2A)	$312,400.00	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%)	$35,000.00	Yes
1.10	EL Liaisons	EL Liaisons at each site to support English Learner progress monitoring and communication with families, teachers and administration to specifically address the needs of Long Term English Learners (13.3%).	$118,795.00	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.	$492,947.00	Yes
1.12	DISCONTINUED-Academic Achievement of Students with Disabilities	DISCONTINUED-0.3 FTE to support with COST implementation to ensure students receive services that are defined as well as coordinate students, families, teachers and services	$0.00	
1.13	Equitable Access to Technology	This initiative provides students with equitable access to a comprehensive and diverse course of study through the integration of innovative technology tools and resources. By leveraging up-to-date devices and software students can explore a wide range of subjects, including STEM, arts, languages, and social sciences, fostering engagement and personalized learning experiences. This effort aims to enhance student	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement, promote digital literacy, and prepare students for success in college, career, and lifelong learning.		
1.14	High School Credit Recovery Summer School Program	Salaries for certificated and classified staff to support unduplicated students success in the annual high school summer school credit recovery program.	$232,000.00	Yes
1.15	High School Diagnostic Assessment	Administer comprehensive assessments three times a year to identify the academic learning gaps and needs of unduplicated students to enhance their academic success and overall outcomes.	$35,000.00	Yes
1.16	Highly Qualified Staff	All teachers at Schilling Elementary will receive intensive professional learning and coaching support as described in Action 1.2 to increase student outcomes for English Learners and Long Term English Learners through, Instructional Coaching, Targeted and Ongoing Professional Development, Focal Students Initiative, Structured Collaboration Time and appropriate Materials and Resources. This action will provide funding for 50% of eight teacher salaries to address recruitment and retention for teachers at the lowest performing school.	$421,000.00	Yes
1.17	NEW ACTION: Bilingual Instructional Assistants	NEW ACTION: Salaries for bilingual instructional assistants for all 8 sites. They will focus on support for English Learners and Long Term English Learners in ELA and Math.	$369,700.00	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 2, Newark Unified School District will focus on providing Safe, Secure and Healthy Learning Environments for all students and staff. Ensuring a broad course of study is provided for all students is not only a requirement but is also an equitable issue for our unduplicated groups of students. The same is true for access to courses and/or exams that are required by colleges and universities. Based on the data listed below, NUSD can improve in the areas of enrollment in Advance Placement (AP) courses and participating in AP exams. Increasing the number of AP courses offered, the percent of students taking such courses, and the percent taking and passing the AP exams is one way of engaging and retaining students in this District. In addition, maintaining clear lines of communication with our parents/families in all areas of their child's education is key to building trust and hence partnerships in support of student achievement. To that end, NUSD is committed to reinstituting the practice of surveying its stakeholders (parents, students and teachers) on an annual basis to measure its success in the area of restoring trust and deep understanding of collective work. It is important to display our commitment to our students and community through our actions. An annual assessment in our progress toward exceptional learning conditions from our stakeholders is one way to accomplish this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Graduation Rates	2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2%	2024 CA Dashboard - Graduation Rates All: 85.2% EL: 68.1% Unhoused: 68.8%	2025 CA Dashboard - Graduation Rates All: 89.3% EL: 75.2% Unhoused: 81.8%	2025-2026 CA Dashboard Graduation Rates All 99% EL: 91% Unhoused: 73%	Graduation Rates All: +5.6% EL: +3.9% Unhoused: +28.9% SED: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SwD: 69.6% AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2%	SED: 82.3% SwD: 70.3% AA: 86.7% Asian: 87.5% Filipino: 93.3% Hispanic: 81.7% White: 90% 2+ Races: 92.9%	SED: 87.2% SwD: 80.3% AA: 100% Asian: 91.8% Filipino: 100% Hispanic: 87.3% White: 77.8% 2+ Races: 89.5%	SED: 95% SwD: 89% AA 80% Asian: 99% Filipino: 99% Hispanic: 95% White: 99% 2+ Races: 99%	SwD: +.10.4% AA: +35.7% Asian: -2.7% Filipino: +13% Hispanic: +7% White: -10.8% 2+ Races: +5.3%
2.2	Chronic Absenteeism	2023 CA Dashboard - Chronic Absenteeism All: 15.8% EL: 17.9% Foster: Less than 11 students - data not displayed for privacy Unhoused: 27.3% SED: 22.5% SwD: 20.9% AA: 35.8% Asian: 8.3% Filipino: 6.2% Hispanic: 19.6% PI: 32.8% White: 8.2% 2+ races: 17.1%	2024 CA Dashboard - Chronic Absenteeism All: 17.6% EL: 23.0% Foster 16.7% Unhoused:35.1% SED: 23.6% SwD: 18.8% AA: 30.7 Asian: 13.4% Filipino: 4.9% Hispanic: 21.9% PI: 24.3% White: 9.3% 2+ races: 15.3%	2025 CA Dashboard - Chronic Absenteeism All: 28.6% EL: 34.2% Foster *% Unhoused:40.5% SED: 36.3% SwD: 37.0% AA: 45.3% Asian: 19.1% Filipino: 14.8% Hispanic: 35.9% PI: 47.8% White: 17.2% 2+ races: 15.3%	2025-2026 CA Dashboard - Chronic Absenteeism All: 6%; EL: 8%; Unhoused:15%; SED:12%; SwD: 10%; AA: 25%; Asian: 5%; Filipino: 5%; Hispanic: 9%; PI: 22%; White: 6%; 2+ races: 7%	CA Dashboard - Chronic Absenteeism All: +12.8% EL: +16.3% Foster Not enough data Unhoused: +13.2% SED: +13.8% SwD: +16.1% Hispanic: +16.3% AA: +9.5% Asian: +10.8% Filipino: +8.6% PI: +15% White: +9% 2+ races: -1.8%
2.3	Suspension Rates	2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Unhoused: 9.5% SED: 7.6% SwD: 7.8%	2024 CA Dashboard Suspension Rates All: 5.2% EL: 8% Foster 32% Unhoused: 6.1% SED: 6.8%	2025 CA Dashboard Suspension Rates All: 3.6 % EL: 5.8% Foster 7.7% Unhoused: 6.2% SED: 5.0%	2025-2026 CA Dashboard Suspension Rates All: < 1.0% EL: 4% Foster: 22.6% Unhoused: 3.5% SED: 1.6%	Suspension Rates All: -1.6% EL: -1.2% Foster: -20.9% Unhoused: -3.3% SED: -2.6% SwD: -2.4% Hispanic: -1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA: 11.3% Asian:2.2% Filipino: 2.1% Hispanic: 6.4% PI: 11.4% White: 4.4% 2+ races: 3.6%	SwD:8.7 Hispanic: 6.8% AA: 9.6% Asian:2.1% Filipino: 2.2% PI: 12.7% White: 3.5% 2+ races: 3.4%	SwD:5.4% Hispanic: 5.0% AA: 6.3% Asian:1.8% Filipino: 0.8% PI: 6.8% White: 2.0% 2+ races: 2.3%	SwD: 1.8% Hispanic: .4% AA: 6.3% Asian: < 1.0% Filipino: < 1.0% PI: 6.4% White: < 1.0% 2+ races:< 1.0%	AA: -5% Asian: -0.4% Filipino: -1.3% PI: -4.6% White: -2.4% 2+ races: -1.3%
2.4	CA Dashboard Local Indicator Parent and Family Engagement	2023 CA Dashboard Local Indicator Parent and Family Engagement Full Implementation in 7/12 areas Full implementation and sustainability in 5/12 areas	2024 CA Dashboard Local Indicator Parent and Family Engagement Full Implementation in 7/12 areas Full implementation and sustainability in 5/12 areas	2025 CA Dashboard Local Indicator Parent and Family Engagement Full Implementation in 12/12 areas Full implementation and sustainability in 12/12 areas	2025-2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas	Dashboard Local Indicator Parent and Family Engagement No changes from 2024-2025
2.5	Expulsion Rate	2023 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	2024 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	2025 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	2025-2026 Expulsion Rate (Data Source: CA DataQuest) All: 0.0%	Expulsion Rate (Data Source: CA DataQuest) NO CHANGE All: 0.0%
2.6	Dropout Rate	2023 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37) AA: 20% (3) Asian: 5.5% (3) Filipino: 8.7% (4) Hispanic: 10.6% (25)	2024 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 16.1% (35) AA: 0% (0) Asian: 7.8% (5) Filipino: 4.4% (2)	2025 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 6.9% (28) AA: 0% (0) Asian: 6.8% (4) Filipino: 0% (0)	2025-2026 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37) AA: 20% (3) Asian: 5.5% (3) Filipino: 8.7% (4)	2023 Data Quest Four-Year Adjusted Cohort Outcome High School: All: -1.9% AA: -20% Asian: +1.3% Filipino: -8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 2.9% (1) EL: 15.4% (14) SED: 5% (29) Unhoused: 35.3% (6) SWD 12.7% (7) Middle School All: .03% (3) Unable to disaggregate due to low number of students	Hispanic: 10.0% (23) White: 6% (3) EL: 16.1% (14) SED: 10.3% (31) Unhoused: 12.1% (4) SWD: 11.1%(7) Middle School All: .03% (3) Unable to disaggregate due to low number of students	Hispanic: 8.7% (19) White: 11.1% (4) EL: 15.6% (15) SED: 8.2% (22) Unhoused: 6.9% (28) SWD: 11.3%(7) Middle School All: .03% (3) Unable to disaggregate due to low number of students	Hispanic: 10.6% (25) White: 2.9% (1) EL: 15.4% (14) SED: 5% (29) Unhoused: 35.3% (6) SWD: 12.7% (7) Middle School All: .03% (3) Unable to disaggregate due to low number of students	Hispanic: -1.9% White: +8.2% EL: +0.2% SED: +3.2% Unhoused: -28.4% SWD: -1.4% Middle School All: No change Unable to disaggregate due to low number of students
2.7	California Healthy Kids Survey Questions related to student engagement and inclusion.	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 161 (49%) * School connectedness: 65% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 78% * Meaningful participation: 39% * Social-emotional learning supports: 69%	The 2024 - 2025 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 167 (47%) * School connectedness: 72% * Academic motivation: 81% * Caring adults in school: 72% * High expectations	The 2025-2026 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 301 (95%) * School connectedness: 76% * Academic motivation: 82% * Caring adults in school: 72% * High expectations	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%	CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: (+140) * School connectedness: +11% * Academic motivation: +3% * Caring adults in school: +8% * High expectations adults in school: +5%

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%	adults in school: 82% * Meaningful participation: 42% * Social-emotional learning supports: 74% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 281 (90%); 295 (82%); 258 (79%) 9 (17%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. * School connectedness: 43%; 50%; 49% * Academic motivation: 57%; 62%; 60% * Caring adults relationships: 52%; 49%; 54% * High expectations: 62%; 59%; 64%	adults in school: 83% * Meaningful participation:41 % * Social-emotional learning supports: 78% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 346 (100%); 309 (92%); 307 (92%) NA (%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. * School connectedness: 57%; 57%; 49% * Academic motivation: 65%; 71%; 62% * Caring adults relationships: 63%; 47%; 54% * High expectations: 72%; 63%; 63%	* Social-emotional learning supports- 100% 7th; 9th; 11th; NT (Non-Traditional) Relative Sample Size: 346 (100%); 309 (100%); 307 (100%) NA (%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. * School connectedness: 100%, 100%, 100%, 100% * Academic motivation: 100%, 100%, 100%, 100% * Caring adults relationships: 100%, 100%, 100%, 100% * High expectations: 100%, 100%, 100%, 100%	* Meaningful participation: +2% * Social-emotional learning supports: +9% 7th; 9th; 11th; NT (Non-traditional) Sample Size: 7th Grade (+20) 9th Grade (+201), 11th Grade (+119) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. * School connectedness: +13%; +17%; +7%; * Academic motivation: +6%; + 16%; +10%; * Caring adults relationships: +16%; + 5%; -2% * High expectations: +11%;+11%; 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Meaningful participation: 15%; 19%; 24% * Facilities upkeep: 9%, 26%; 20%; 39%	* Meaningful participation: 26%; 21%; 24% * Facilities upkeep: 27%, 36%; 27%	* Meaningful participation: 100%, 100%, 100%, 100% * Facilities upkeep: 100%, 100%, 100%, 100%	* Meaningful participation: +8%; +7%; -3% * Facilities upkeep: +11%, +21%; +14%
2.8	California School Staff Survey	2022-23 California Healthy Kids Survey: Staff Responses Total Responses: 287 (ES:156, MS:47, HS: 84) % of respondents marking "Strongly agree": * Caring adult relationships: 38% * High Expectations-adults in school: 41% * Student meaningful participation: 24% * Promotion of parent involvement: 26% * Student learning environment: 29% * Facilities upkeep: 12% * Support for social emotional learning: 26% * Provides adequate counseling support services: 19% * Anti-bullying climate: 30%	2024 - 2025 California Healthy Kids Survey: Staff Responses Total Responses: 175 (ES:80, MS:38, HS: 46, NT: 11) % of respondents marking "Strongly agree": * Caring adult relationships: 38% * High Expectations-adults in school: 43% * Student meaningful participation: 30% * Promotion of parent involvement: 26% * Student learning environment: 36% * Facilities upkeep: 18%	2025 - 2026 California Healthy Kids Survey: Staff Responses Total Responses: 145 (ES: 75, MS: 44, HS: 20, NT: 6) % of respondents marking "Strongly agree": * Caring adult relationships: 42% * High Expectations-adults in school: 49% * Student meaningful participation: 29% * Promotion of parent involvement: 32% * Student learning environment: 39% * Facilities upkeep: 23% * Support for social emotional learning: 29%	2025 California Healthy Kids Survey: Staff Responses % of respondents marking "Strongly agree": * Caring adult relationships: 70% * High Expectations-adults in school: 70% * Student meaningful participation: 70% * Promotion of parent involvement: 70% * Student learning environment: 70% * Facilities upkeep: 70% * Support for social emotional learning: 70% * Provides adequate	California Healthy Kids Survey: Staff Responses Total Responses: -142 ES:(81 less responses from 22-23) MS:(3 less responses from 22-23), HS: (64 less responses from 22-23) % of respondents marking "Strongly agree": * Caring adult relationships: +4% * High Expectations-adults in school: +8% * Student meaningful participation: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Support for social emotional learning: 26% * Provides adequate counseling support services: 28% * Anti-bullying climate: 31%	* Provides adequate counseling support services: 38% * Anti-bullying climate: 34%	counseling support services: 70% * Anti-bullying climate: 70%	* Promotion of parent involvement: +6% * Student learning environment: +10% * Facilities upkeep: +11% * Support for social emotional learning: +3% * Provides adequate counseling support services: +19% * Anti-bullying climate: +4%
2.9	California School Parent Survey	2022-2023 CSPS (administered once every two years) Number of respondents: All: 280 Elementary:198 Middle School: 82 Parent Involvement Results:% of parents responding Agree or Strongly Agree * School promptly responds to my phone call, messages, or emails: 91%	2024 - 2025 CSPS (administered once every two years) Number of respondents: All:159 Elementary: 115 Middle School: 44 Parent Involvement Results:% of parents responding Agree or Strongly Agree * School promptly responds to my phone call,	2025 - 2026 CSPS (administered once every two years) Number of respondents: All: 114 Elementary: 91 Middle School: 11 Parent Involvement Results: % of parents responding Agree or Strongly Agree * School promptly responds to my phone call,	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.	California Healthy Kids Survey: Parent Responses Number of respondents: All:114 (166 less than 2022 - 2023) Elementary: (107 less than 2022 - 2023) Middle School: (71 less than 2022 - 2023) Parent Involvement Results:% of parents

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%	messages or emails: 82% * School encourages me to be an active partner: 87% * School actively seeks the input of parents before making important decisions: 67% * Parents feel welcome to participate at this school: 84%	messages or emails: NA% *Promotion of parental involvement: 40% *Parent Involvement in School: 62% * School encourages me to be an active partner: 43% * School actively seeks the input of parents before making important decisions: 24% * Parents feel welcome to participate at this school: 44%		responding Agree or Strongly Agree * School promptly responds to my phone call, messages, or emails: NA% * School encourages me to be an active partner: -48% * School actively seeks the input of parents before making important decisions: - 52% * Parents feel welcome to participate at this school: - 45%
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	Local Measurement: 2024-2025 Effective and active committees with representation from unduplicated students.	Local Measurement: 2025-2026 Effective and active committees with representation from unduplicated students.	Local Measurement: 2026 Effective and active committees with representation from unduplicated students.	Local Measurement: 2024-2025 Effective and active committees with representation from unduplicated students. Maintained number of schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LCAP Parent Advisory Committee: 10 of 10 schools represented	DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented	DELAC: 7 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented	DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also	represented as indicated below DELAC: -20% participation (from 10/10 to 7/10) LCAP Parent Advisory Committee: No Change
2.11	Parental participation in programs for Students with Disabilities	2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5	2024 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 10	2025 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: 6	2026 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5	Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: +1
2.12	District Attendance Rate	2022-2023 ADA Reporting Overall: 92.6%	2024 - 2025 ADA Reporting To Date (Aug-Jan.. 2025) 93.85%	2025 - 2026 ADA Reporting To Date (Aug-Jan.. 2026) 93.68%	2026 ADA Reporting Overall: 95%	2024 - 2025 ADA Reporting To Date (Aug-Jan.. 2025) +1.08%

Goal Analysis [2025-26]

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

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

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

Successful Implementation:

Action 2.1: NUSD continues to use Parent Square as a main source of communication to families from the district and all school sites. This application has the ability for parents to use the “translate” feature to translate any communications into the language they speak. The following Parent Square notifications were sent in the 25-26 school year form July 1, 2025-March 20, 2026; district (62), school sites (1,400), class/teacher (3,300). When we analyzed our Language Line usage 256 calls were made for a total of 3831 minutes with an average connection time of 42.5 minutes per call. The language translated the most was Spanish.

Action 2.2: Our online platform, currently DTS, to provide required documents in English and Spanish for LCAP, Prop 28 and SPSAs. The student information systems, currently Synergy, Illuminate, and Ellevation, monitor English learners progress and reclassification rates. The online platforms are used to support data analysis at the district level and all school sites.

Action 2.3: We collaborated with external organizations to offer workshops and trainings for parents, as well as for NUSD students, staff, and families, creating a comprehensive and collaborative approach that directly addresses the needs of our students and their families. CABE facilitated 10 parent and educational workshops, attracting a total of 45 parents. Additionally, the DELAC committee requested a parent series focused on understanding the ELPAC and ways to support their children at home. In response, a series of three workshops on the ELPAC was conducted in January 2026.

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

Action 2.5: Mental health services were provided to families from agencies including Wellness Together and EBAC (East Bay Agency For Children.). The number of mental health referrals as of April 3, 2026 were 1,105.

Action 2.6: Parent Engagement Manager (0.5 FTE), a District Community Liaison (0.5 FTE) , and a Coordinator of Student Success and (1.0 FTE) in 2025-2026 to support student engagement and chronic absenteeism as well as to continue to engage and support families throughout the school year. Highlights of the Parent Engagement Manager's work include eye exams and free glasses distribution at Coyote Hills Elementary and Schilling Elementary, and Newark Memorial High School, coordinating weekly food distribution at Schilling Elementary, overseeing our Community Schools Grant, Medi-Cal billing, holiday food and gifts in November and December Highlights of the District Community Liaison was that they assisted in school staff, students, and parents in resolving attendance, behavioral and/or academic problems making home visits as necessary. She made appropriate referrals, and monitored progress. A 1.0 FTE Coordinator of Student

Success was filled to support student success by analyzing data, supporting teachers with materials to prepare students for state assessments. The coordinator was also supporting the implementation of Prop. 28 services, presented ELPAC information to parents and supported Ed. Services with any projects to support students and staff. They supported district wide interventions with teachers and volunteers.

Implementation Challenges:
There were no implementation challenges.

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

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

The District experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptions and implementation realities throughout the year.
Action 2.1: $9,290.50 remaining balance pending invoices for translation services still being rendered.
Action 2.2: $40,586 remaining balance with contracts for 26-27 pending approval. This action was overbudgeted for 25-26.
Action 2.3: $3,588 overspent due to additional workshops.
Action 2.4: $93,456.47 remaining balance, sites have not spend their total allocation.
Action 2.6: $33,314.39 overspent, replaced original 0.8 with 1.0 FTE was hired for this action. In addition, negotiated salary increases contributed to this.

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

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

Strong Effectiveness

Action 2.2: Data management system. The overall dropout rate decreased by 1.9%, graduation rate increased by 5.6%, the suspension rate decreased by 1.6, the expulsion rate stayed the same.

Action 2.4: The results of the California Healthy Kids Survey (CHKS) demonstrate increased effectiveness by more students feeling connected to their school site and having greater motivation to attend.
CHKS Survey Data:

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

5th Grade Sample size: (+140)
* School connectedness: +11%
* Academic motivation: +3%
* Caring adults in school: +8%
* High expectations adults in school: +5%
* Meaningful participation: +2%
* Social-emotional learning supports: +9%

7th; 9th; 11th; NT (Non-traditional)
Sample Size: 7th Grade (+20) 9th Grade (+201), 11th Grade (+119)

*Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

* School connectedness: +13%; +17%; +7%;
* Academic motivation:
+6%; + 16%; +10%;
* Caring adults relationships: +16%; + 5%; -2%
* High expectations: +11%;+11%; 0%
* Meaningful participation: +8%; +7%; -3%
* Facilities upkeep: +11%, +21%; +14%

Action 2.5: Seventeen parent workshops were held in the 2024 - 2025 school year compared to 9 in 2023 - 2024. Two of the metric measures for Action 2.5 include chronic absenteeism and suspensions. All sites, except two, decreased their chronic absenteeism rates from 2023 - 2024. In addition, we have reduced the overall number of suspensions from the 2023 - 2024. In 2024 - 2025 we implemented a unified discipline matrix, analyzed the number of suspensions monthly with site administrators, and had continuous collaboration between the Educational Services Department and all sites if a student of color was being considered for suspension. We continue to review and revise our student information system for usage and reporting.

Emerging Effectiveness

Action 2.1: All school sites had active School Site Councils (SSC) and English Learner Advisory Committees (ELAC). Sites had at least five calendared School Site Council meetings and at least four ELAC meetings. Although meetings are scheduled and advertised, participation is minimal. California School Parent Survey shows a gap between the data and implementation. Data is school-wide and cannot be desegregated by student group. Participation in the survey by parents has decreased from 280 to 114 respondents.

Action 2.3: 7 out of 10 sites are represented on DELAC. 10 out of 10 are represented on LCAP Advisory.

Parent Involvement Results: % of parents responding Agree or Strongly Agree

* School promptly responds to my phone call, messages, or emails: 84%
* School encourages me to be an active partner: 98%
* School actively seeks the input of parents before making important decisions: 62%
* Parents feel welcome to participate at this school: 88%
* School staff treats parents with respect: 78%
* School staff take parents' concerns seriously 75%

Action 2.6 cites a 0.5 FTE Community Liaison and a 0.5 Manager of Parent Engagement and Health Services/College Career and Community Services. In 2025-2026 these positions were modified to Parent Engagement Manager (0.5 FTE), a District Community Liaison (0.5 FTE) , and a Coordinator of Student Success and (1.0 FTE) and the action has been modified to represent these changes. Based on the following metrics in the California Parent Survey for the 2025 - 2026 school year these actions are shown to have emerging effectiveness.

Parent Involvement Results: % of parents responding Agree or Strongly Agree
* School promptly responds to my phone call, messages, or emails: 84%
* School encourages me to be an active partner: 98%
* School actively seeks the input of parents before making important decisions: 62%
* Parents feel welcome to participate at this school: 88%
* School staff treats parents with respect: 78%
* School staff take parents' concerns seriously 75%

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

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

Action Modifications
Action 2.5: 5 Phycologists and 1 mental health clinician were added to this action in response to the high need for mental health supports for students and families.
Action 2.6: This Action has been modified from a 0.5 College and Career Coordinator to a District Community Liaison (0.5 FTE) , and a Coordinator of Student Success and (1.0 FTE) in 2025-2026. The Coordinator of Student Success position was added to support student engagement and data support for unduplicated students because a need was identified for supporting data analysis and interventions. The Parent Engagement Manager position 1.0 FTE will be funded through a grant provided by the Alameda County Office of Education.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement and Support Translating/Interpreting Services	Cost of universal communication platform that supports primary language communication between students, families, and school and district staff. This action includes funds for each school to provide translation support to families as needed and the cost of translating essential district and school documents. This allows NUSD to meet the federal requirement for translation of any home language that makes up 15% or more of the school or district population. This action will specifically address the needs of Long Term English Learners (13.3%).	$89,500.00	Yes
2.2	MODIFIED Data Management System	Online platforms to provide legal documents in all languages, document and publish data, and to accurately gather and report data	$85,130.00	Yes
2.3	Parent Workshops	Partner with outside organizations (PIQE, CABE) to provide parents workshops/series as well as provide workshops for only NUSD students, staff and families to create a comprehensive, collaborative unit that directly addresses our student and family needs	$36,574.00	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.	$492,300.00	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 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. This action will be supported with LREBG funds at Coyote Hills, Schilling, and Bridgepoint.	$602,413.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	MODIFIED; Community Liaison and Coordinator of Student Success	MODIFIED: Engage with families to promote attendance and school connections Community Liaison 0.5 FTE and Coordinator of Student Success 1.0 FTE improve student academics by supporting data analysis and interventions. This action will specifically focus on providing support for Students with Disabilities through professional development.	$247,000.00	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 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
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 Education	2024 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and	2025 Williams Audit: Facilities: All sites - Instructional Materials: Sufficient and approved by the	2026 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and	2026 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Most recent data available CTC Audit Report 2022-2023 Teacher Vacancies: 95* Mis-assignments: 35* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary 2021-22 Actuals by Position Teacher Vacancies: 88 Mis-assignments: 24 *CTC Audit Report and Review	approved by the Newark Board of Education Most recent data available Teaching Assignment Monitoring Outcomes by FTE Report 2022-2023 Teacher Vacancies: 95* Mis-assignments: 35* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary	Newark Board of Education Most recent data available Teaching Assignment Monitoring Outcomes by FTE Report 2023-2024 Teacher Vacancies: 24* Mis-assignments: 2.5* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary	approved by the Newark Board of Education CTC Audit Report 2026 Teacher Vacancies: 50 Mis-assignments: 20 2026 Actuals by Position Teacher Vacancies: 43 Mis-assignments: 9	approved by the Newark Board of Education CTC Audit Report Teacher Vacancies: -71* Mis-assignments: -21.5* Actuals by Position Teacher Vacancies: No updated data available. Mis-assignments: no updated data available.
3.2	California Healthy Kids Survey Questions related to social emotional wellness for students in schools.	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 169 (49%) * School connectedness: 65% * Academic motivation: 79%	The 2024 - 2025 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 167 (47%)	The 2025 - 2026 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: 316 (95%)	2025 Survey Data: CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample Size: 75% response rate	CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade Sample size: +46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Caring adults in school: 64% * High expectations adults in school: 78% * Meaningful participation: 39% * Social-emotional learning supports: 69% 7th; 9th; 11th; NT (Non-Traditional) Relative Sample Size: 326 (86%);108 (30%); 188 (44%); 30 (29%) * School connectedness: 44%; 40%; 42%; 45% * Academic motivation: 59%; 55%; 52%; 59% * Caring adults relationships: 47%; 42%; 56%; 49% * High expectations: 61%; 52%; 63%; 72% * Meaningful participation: 18%; 14%; 24%; 15% * Facilities upkeep: 16%; 15%; 13%; 56%	School connectedness: 72% Academic motivation: 81% Caring adults in school: 72% High expectations adults in school: 82% Meaningful participation: 42% Social-emotional learning supports: 74% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 281 (90%); 295 (82%); 258 (79%) 9 (17%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.	School connectedness: 76% Academic motivation: 82% Caring adults in school: 72% High expectations adults in school: 83% Meaningful participation: 41% Social-emotional learning supports: 78% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 346 (100%); 309 (92%); 307 (92%) NA (%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.	* School connectedness: 85% * Academic motivation: 95% * Caring adults in school: 85% * High expectations adults in school: 95% Meaningful participation: 60% * Social-emotional learning supports: 95% 7th; 9th; 11th; NT (Non-traditional) Response rate: 75% * School connectedness: 62%; 67%; 61%; 81% * Academic motivation: 80%; 80%; 76%; 89% * Caring adults relationships: 70%; 73%; 70%; 71% * High expectations: 89%; 88%; 80%; 92%	School connectedness: +11% Academic motivation: +3% Caring adults in school: +8% High expectations adults in school: +5% Meaningful participation: +2% Social-emotional learning supports: +9% 7th; 9th; 11th; NT (Non-traditional) Sample Size: 7th Grade +14%, 9th Grade +62%, 11th Grade 48% NT-N/A *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School connectedness: 43%; 50%; 49%; Academic motivation: 57%; 62%; 60%; Caring adults relationships: 52%; 49%; 54% High expectations: 62%; 59%; 64% Meaningful participation: 15%; 19%; 24% Facilities upkeep: 9%, 26%; 20%	* School connectedness: 57%; 57%; 49% * Academic motivation: 65%; 71%; 62% * Caring adults relationships: 63%; 47%; 54% * High expectations: 72%; 63%; 63% * Meaningful participation: 26%; 21%; 24% * Facilities upkeep: 27%, 36%; 27%	* Meaningful participation: 37%; 39%; 41%; 43% * Facilities upkeep: 41%; 34%; 36%; 78% Average reporting "Yes, most of the time or Yes, all of the time" * Social-emotional learning supports- 100%	School connectedness: +13%; +17%; +7%; Academic motivation: +6%; + 16%; + 10%; Caring adults relationships: + 16%; +5%; - 2% High expectations: +11%;+11%; 0%; Meaningful participation: +8%; +7%; 0%; Facilities upkeep: +11%, +21%; +14%;
3.3	AP Exam Pass Rate	2023 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 46.2% AA: 28.6% Asian: 69.4% Filipino: 57.7% Hispanic: 27.1% PI: 33.3% White: 46.2%	2024 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 41.4% AA: 75% Asian: 62.5% Filipino: 30.4% Hispanic: 34.3% PI: 33.3%	2025 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: 80% AA: 100% Asian: 82.9% Filipino: 84.4% Hispanic: 72.2% PI: 50%	2026 CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher score of 3 or higher All: 70% AA: 65% Asian: 65% Filipino: 65%	CA Dashboard CCI AP Pass Rate Percentage of AP exams with a score of 3 or higher All: +33.8% AA: +71.4% Asian: +13.5% Filipino: +26.7% Hispanic: +45.1% PI: +16.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		API: 46% 2+: 66.7%% ELs: 10% SED: 38.8% SwD: 0% Unhoused: 66.7%	White: 29.6% API: N/A% 2+: 66.7% ELs: 60% SED: 39.8% SwD: 20% Unhoused: 0%	White:87.5 % API: NA % 2+: 81.8% ELs: 66.7% SED: 78.2% SwD: 75% Unhoused:100%	Hispanic: 65% PI: 65% White: 65% API: 65% 2+: 65% ELs: 65% SED: 65% SwD: 65% Unhoused: 65%	White: +41.3% API: N/A% 2+: +15.1% ELs: +56.7% SED: +39.4% SwD: +75% Unhoused: -33.3%
3.4	CTE Pathway Completion	2023 CA Dashboard CCI CTE Pathway completion All: 17.7% AA: 0% Asian: 19.4% Filipino: 42.3% Hispanic: 11.9% PI: 16.7% White: 0% 2+: 11.1% ELs: 10% SED: 16.3% SwD: 0% Unhoused: 33.3%	2024 CA Dashboard CCI CTE Pathway completion All: 35.5% AA: 48.4% Asian: 20% Filipino: 43.5% Hispanic: 43.3% PI: 16.7% White: 44.4% 2+: 0% ELs: 20% SED: 37.8% SwD: 20% Unhoused: 40%	2025 CA Dashboard CCI CTE Pathway completion All: 5.4% AA: 0% Asian: 4.9% Filipino: 0% Hispanic: 8.3% PI: 0% White: 6.3% 2+: 0% ELs:11.1% SED: 5.0% SwD: 0% Unhoused: 4.5%	2026 CA Dashboard CCI CTE Pathway completion All: 35% AA: 30% Asian: 30% Filipino: 50% Hispanic: 30% PI: 30% White: 30% 2+: 30% ELs: 30% SED: 30% SwD: 30% Unhoused: 40%	CA Dashboard CCI CTE Pathway completion All: -12.3% AA: 0% Asian: -14.5% Filipino: -42.3% Hispanic: -3.6% PI: -16.7% White: + 6.3% 2+: -11.1% ELs: +1.1% SED: -11.3% SwD: 0% Unhoused: -28.8%
3.5	A-G Requirements Met	2023 CDE DataQuest Percent A-G Requirements Met All: 52% AA: 77.8% Asian: 71.2% Filipino: 70% Hispanic: 38.8% White: 58.1%	2024 CDE DataQuest Percent A-G Requirements Met: All: 37.1 % AA: 23.1% Asian: 53.6% Filipino: 54.8% Hispanic: 26.2% White: 51.1%	2025 CDE DataQuest Percent A-G Requirements Met: All: 37.1% AA: 30.8% Asian: 51.9% Filipino: 50% Hispanic: 27.2% White: 42.9%	2026 CDE DataQuest Percent A-G Requirements Met All: 58% AA: 83% Asian: 76% Filipino: 75% Hispanic: 44% White: 63%	CDE DataQuest Percent A-G Requirements Met: All: -14.9% AA: - 47% Asian: -19.3% Filipino: -20% Hispanic: -11.6% White: -15.2% 2+ races: -4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2+ races: 68.8% EL: 23.4% Unhoused: 44.4% SwD: 21.6% SED: 42.9%	2+ races: 38.5% EL: 13.8% Unhoused: 27.3% SwD: 11.4% SED: 33.2%	2+ races: 64.7% EL: 18.3% Unhoused:16.7 % SwD: 30% SED: 31.6%	2+ races: 74% EL: 28% Unhoused: 49% SwD: 26% SED: 48%	EL: - 5.1% Unhoused: -27.7% SwD: +8.4% SED: -11.3%
3.6	CA Dashboard CTE Pathway Completion and A-G Requirements Met	2023 CTE Pathway Completion and A-G Requirements Met All: 12.3 % AA: 21.4% Asian: 10.9% Filipino: 28.3% Hispanic: 8.8% White: 8.6% 2+ races: 15.8% EL: 5.3% Unhoused: 0% SwD: 3.6% SED: 8.1%	2024 CTE Pathway Completion and A-G Requirements Met All: 11.8 % AA: 6.7% Asian: 12.5% Filipino: 22.2% Hispanic: 7.7% White: 25.5% 2+ races: 0% EL: 3.3% Unhoused: 6.3% SwD: 0% SED: 9.2%	2025 CTE Pathway Completion and A-G Requirements Met All: 1.5% AA: 0% Asian: 3.3% Filipino: 0% Hispanic: 1.4% White: 0% 2+ races: 0% EL: 0% Unhoused: 0% SED: 1.5% SwD: 0%	2026 CTE Pathway Completion and A-G Requirements Met All: 58% AA: 42% Asian: 30% Filipino: 48% Hispanic: 30% White: 30% 2+ races: 35% EL: 35% Unhoused: 20% SwD: 25% SED: 25%	CTE Pathway Completion and A-G Requirements Met All: - 10.8% AA: -21.4% Asian: -7.6% Filipino: -28.3% Hispanic: -7.4% White: -8.6% 2+ races: -15.8% EL: -5.3% Unhoused: 0% SwD: - 2.1% SED: -8.1%
3.7	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%	% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities: 100%	No change from baseline
3.8	% of teachers who participate in professional development focused on English Language	% of teachers who participate in professional development focused on intervention strategies for low-	% of teachers who participate in professional development focused on intervention	% of teachers who participate in professional development focused on intervention	% of teachers who participate in professional development focused on intervention	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development (ELD) strategies	income, English Learners- 100%	strategies for low-income, English Learners- 100%	strategies for low-income, English Learners- 100%	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 All students are provided with the content area courses required in Ed. Code.	CA Dashboard Local Indicator Broad Course of Study All students are provided with the content area courses required in Ed. Code	CA Dashboard Local Indicator Broad Course of Study Maintain: All students are provided with the content area courses required in Ed. Code.	No change from baseline
3.10	California Healthy Kids Survey Questions related to school climate, including feelings of emotional and physical safety	The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) Feel safe at school: 73% Feel safe on way to and from school: 85% Been hit or pushed: 31% Mean rumors spread about you: 34%	The 2024 - 2025 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 171 (14%) Feel safe at school: 81% Feel safe on way to and from school: 92% Been hit or pushed: 32%	The 2025 - 2026 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 301 (95%) Feel safe at school: 84% Feel safe on way to and from school: 90% Been hit or pushed: 28%	California Healthy Kids Survey 2026 % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 100% Feel safe at school: 90% Feel safe on way to and from school: 90% Been hit or pushed: 20%	CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade +48% Feel safe at school: +37% Feel safe on way to and from school. +5% Been hit or pushed: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Called bad names or target of mean jokes: 42% Saw a weapon at school: 6% Cyberbullying: 21% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: 326 (86%); 9th:108 (30%); 11th: 188 (44%); 30 (29%) School perceived as very safe or safe: 33%, 34%, 38%, 44% Experienced any harassment or bullying: 38%, 34%, 6%, 22% Had mean rumors or lies spread about you:	Mean rumors spread about you: 36% Called bad names or target of mean jokes: 46% Saw a weapon at school: 13% Cyberbullying: 24% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: 283 (92%); 9th: 297 (82%); 11th: 257 (75%) 9 (17%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. School perceived as very safe or safe: 49%, 59%, 56%	Mean rumors spread about you: 35% Called bad names or target of mean jokes: 47% Saw a weapon at school: 7% Cyberbullying: 19% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: 346 (100%) ; 9th: 309 (92%); 11th: 307 (100%) *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. School perceived as very safe or safe: 61%, 59%, 63%	Mean rumors spread about you: 20% Called bad names or target of mean jokes: 20% Saw a weapon at school: 0% Cyberbullying: 5% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: All students 100% School perceived as very safe or safe: 75%; 75%; 75%; 75% Experienced any harassment or	Mean rumors spread about you: +1% Called bad names or target of mean jokes: + 5% Saw a weapon at school: +1% Cyberbullying: +2% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 7th: +14%; 9th: +42%; 11th: +56% NT: N/A *Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents. School perceived as very safe or safe: +28%, +25%, +25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		29%, 36%, 25%, 15% Been afraid of being beaten up: 33%, 21%, 13%, 4% Been in a physical fight: 10%, 6%, 5%, 8% Seen a weapon on campus: 14%, 14%, 8%, 8% Cyberbullying: 26%, 26%, 19%, 18%	Experienced any harassment or bullying: 49%, 28%, 24% Had mean rumors or lies spread about you: 43%, 32%, 32% Been afraid of being beaten up: 30%, 14%, 12% Been in a physical fight: 16%, 5%, 1% Seen a weapon on campus: 15%, 5%, 11% Cyberbullying: 33%, 26%, 26%	Experienced any harassment or bullying: 35%, 22%, 20% Had mean rumors or lies spread about you: 35%, 20%, 24% Been afraid of being beaten up: 23%, 12%, 7% Been in a physical fight: 9%, 6%, 4% Seen a weapon on campus: 6%, 2%, 4% Cyberbullying: 22%, 17%, 18%	bullying: 10%; 10%; 10%; 10% Had mean rumors or lies spread about you: 10%; 10%; 10%; 10% Been afraid of being beaten up: 5%; 5%; 5%; 5% Been in a physical fight: 0%; 0%; 0%; 0% Seen a weapon on campus: 0%; 0%; 0%; 0% Cyberbullying: 5%; 5%; 5%; 18%	Experienced any harassment or bullying: -3%, -12%, -14% Had mean rumors or lies spread about you: +6%, -16%, -1% Been afraid of being beaten up: -10%, -9%, +6% Been in a physical fight: -1%, 0%, -1% Seen a weapon on campus: -8%, -12%, -4% Cyberbullying: -4%, -9%, -1%

Goal Analysis [2025-26]

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

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

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

Successful Implementation

Action 3.2: All elementary campuses have library clerks who provide support in our school libraries including, but not limited to, read-aloud to children, manage library services, and support school wide events such as Young Author's Fair.

Action 3.3: In May 2026 NUSD recognized reclassified 93 English Learners at Newark Memorial High School Theatre. One Board of Education member and all site administrators attended. Certificates were given to all students being reclassified.

Action 3.4: Eight schools attended science related trips based on the NUSD Environmental Literacy plan and Board-approved STEAM Education Policy Resolution. 5 elementary schools and 13 classes participated in science camps. K - 9th grade classes participated in 10 other outdoor classrooms at destinations such as Roberts Regional Recreation Area, Crab Cove, Ardenwood Historic Park, Tule Ponds at Tyson Lagoon, Monterey Bay Aquarium, and Don Edwards San Francisco Bay National Wildlife Refuge. Students also attended multiple field trips to engage in engineering and design thinking to prototype solutions for real-world environmental justice issues in the community.

Action 3.6: Sites incorporate PBIS, Positive Behavioral Interventions and Support and it's a framework to create a positive and supportive learning environment for all students. One of the sites earned Gold Level Status and another Platinum Level.

Action 3.8: This stipend is paying for teacher mentors for first and second year teachers to earn their clear teaching credential to attract and retain teachers. 7 teachers participated as mentors and received a stipend.

Implementation Challenges
Action 3.7: The allocated funding amount of $23,000 made it challenging to support some of the safety needs we have including training for teachers, safety equipment such as two way radios between the district and the sites, or video cameras. This action has been discontinued

Modified Implementation
Action 3.5: All students at the elementary sites were invited to attend Family Code Nights at the Science Technology Aerospace Robotics (STAR) Lab at Newark Memorial High School. A total of 50 families attended. This action will be using site SPSA funds moving forward.

Non implemented Actions
Action 3.1 Was not implemented. This action was discontinued in 25 - 26.
Action 3.7 Was not implemented. This action will be discontinued in 26-27

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

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

Action 3.2: $5,716.40 remaining balance. Not all hours for Library Media Aides were used.
Action 3.5: $13,168.75 remaining balance. Overbudgeted for the contract
Action 3.6: $332,713.82 remaining balance. Site funds were not all expended. This amount will be reduced in 26-27.

Action 3.7: $23,000 remaining balance. These activities were not implemented.
Action 3.8: $49,912 remaining balance. This budget moved to HR and is paid from another source.

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

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

Strong Effectiveness

Action 3.2: Library clerks encouraged a love for reading and learning through their planned activities and interactions with students.
The 2025 - 2026 CHKS Survey Data:
% reporting "Yes, most of the time or Yes, all of the time" to the survey topic.
5th Grade Sample size: 316 (95%)
School connectedness: 76%
Academic motivation: 82%
Caring adults in school: 72%
High expectations adults in school: 83%
Meaningful participation: 41%
Social-emotional learning supports: 78%
7th; 9th; 11th; NT (Non-traditional)
Relative Sample Size:
346 (100%); 309 (92%); 307 (92%)
NA (%)

*Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

* School connectedness: 57%; 57%; 49%
* Academic motivation: 65%; 71%; 62%
* Caring adults relationships: 63%; 47%; 54%
* High expectations: 72%; 63%; 63%
* Meaningful participation: 26%; 21%; 24%
* Facilities upkeep: 27%, 36%; 27%

Action 3.3: Recognizing and celebrating the reclassification of English Learners boosts students' self-esteem and sense of achievement. The event fosters pride and emotional well-being, while also reinforcing a supportive school community that values linguistic and cultural diversity.

The 2025 - 2026 CHKS Survey Data:
% reporting "Yes, most of the time or Yes, all of the time" to the survey topic.
5th Grade Sample size: 316 (95%)
School connectedness: 76%
Academic motivation: 82%
Caring adults in school: 72%
High expectations adults in school: 83%
Meaningful participation: 41%
Social-emotional learning supports: 78%
7th; 9th; 11th; NT (Non-traditional)
Relative Sample Size:
346 (100%); 309 (92%); 307 (92%)
NA (%)

*Note West Ed has indicated that NT will not be included in below data as there were less than 10 respondents.

* School connectedness: 57%; 57%; 49%
* Academic motivation: 65%; 71%; 62%
* Caring adults relationships: 63%; 47%; 54%
* High expectations: 72%; 63%; 63%
* Meaningful participation: 26%; 21%; 24%
* Facilities upkeep: 27%, 36%; 27%

Action 3:4: Students who attended field trips experienced a sense of connection to their community as they explored and deepened their knowledge about environmental topics.

The 2025 - 2026 CHKS Survey Data:
% reporting "Yes, most of the time or Yes, all of the time" to the survey topic.
5th Grade Sample size: 316 (95%)
School connectedness: 76%
Academic motivation: 82%
Caring adults in school: 72%
High expectations adults in school: 83%
Meaningful participation: 41%
Social-emotional learning supports: 78%

Action 3.6: The implementation of PBIS, with one site being recognized with Gold Level Status and another with Platinum, promotes appropriate behavior, social-emotional and academic skills for students to learn in safe and supportive environments. All teachers who

participated in professional development focused on intervention strategies for Students with Disabilities and on English Language Development (ELD) strategies. The data remains unchanged from the previous reporting.
2025 Williams Audit:
Facilities: All sites - Instructional Materials: Sufficient and approved by the Newark Board of Education

Most recent data available
Teaching Assignment Monitoring Outcomes by FTE
Report 2023-2024
Teacher Vacancies: 24*
Mis-assignments: 2.5*
*CalSAAS reports reflect vacancies and miss assignments by instructional period for secondary

Action 3.8: Newark is part of the Alameda County Office of Education/Pleasanton Induction Program, Here is mid year program data:
How would you rate your experience in this program? 3.65
How effective are you feeling in your role? 3.35
To what extent is this program helping you develop the necessary skills for your role? 3.51
To what extent is this program helping you develop confidence in your role? 3.42
How valuable has being part of a cohort been to your experience in this program? 3.74
How valuable have the professional learning seminars at ACOE been so far? 3.70
How valuable has your mentor support been to you in your growth as an educator so far? 3.81

Emerging Effectiveness:
Actions 3.2, 3.3, 3.4, 3.5, and 3.6 are all effective.

Ineffectiveness:
Action 3.7 was not implemented. Based on the CHKS data, there is an overall increase in students feeling safe at school. Based on budget priorities, this action will be discontinued in 2026-2027.

Discontinued:
Action 3.1 was discontinued in 25-26
Action 3.5: This action was funded by another source.

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

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

Metrics Modifications

None

Action Modifications:
Action 3.5 will be discontinued for 26-27 because it will be funded from Prop 28.
Action 3.7 will be discontinued for 26-27.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	DISCONTINUED Program Administrator of Science	DISCONTINUED-This position will no longer exist in 2026-27. Was discontinued in 2025-0.5 FTE-Program Administrator of Science to oversee Science Literacy, Environmental Science, Teaching and Learning of STEAM.	$0.00	
3.2	Library Hours of Operation and Educational Supplies/Support	Additional hours for library clerks, data management systems of textbooks and library books, and to purchase award winning literature for site libraries	$143,636.00	Yes
3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Cultivate an asset-based view of multilingual learners and foster a celebration of multilingual achievement at all levels including reclassification and the Seal of Biliteracy	$4,000.00	Yes
3.4	Science Education	Environmental Education and Fifth Grade Science Camp	$190,000.00	Yes
3.5	DISCONTINUED: STEAM Initiative	DISCONTINUED-Support materials for STAR Lab and Family Code Nights.	$0.00	
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.	$245,599.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	DISCONTINUED-School Site Safety	DISCONTINUED-Provide training, resources, and technical assistance to all school sites for a physically and emotionally safe, well disciplined, and site conducive to learning.	$0.00	
3.8	NEW ACTION - Teacher Induction Mentor Stipends	Teacher induction mentors receive a stipend for supporting first and second year teachers who teach unduplicated students in their classrooms. *Revise: Mentors receive a stipend for supporting first and second year teachers eligible for Teacher Induction and who teach unduplicated students in their classrooms.	$50,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students at Bridgepoint High School suspended at least one day.	2022-2023 Suspension Rate (CA Dashboard) Suspended at least one day All Students: 12.7% Hispanic: 10.3% Socioeconomically Disadvantaged: 16.5% Students with Disabilities: 10.5%	2023-2024 Suspension Rate (CA Dashboard) Suspended at least one day All Students: 20.3% Hispanic: 20.5% Socioeconomically Disadvantaged: 23.1% Students with Disabilities: 25.6%	2024-2025 Suspension Rate (CA Dashboard) Suspended at least one day All Students: 7.1% Hispanic: 4.8% Socioeconomically Disadvantaged: 7.6% Students with Disabilities: 7.1%	CA Dashboard Suspension Rate All Students: 6% Hispanic: 5% Socioeconomically Disadvantaged: 8% Students with Disabilities: 5%	Suspension Rate (CA Dashboard) Suspended at least one day All Students: -5.6% Hispanic: -5.5% Socioeconomically Disadvantaged: -8.9% Students with Disabilities: -3.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percentage of students at Bridgepoint High School graduation rates.	2022-2023 Graduation Rate (CA Dashboard) All Students: 52.5% Graduated English Learners: 61.5% Hispanic: 64.3% (+ 6%) Socioeconomically Disadvantaged: 53.1% (-12.4%)	2023-2024 Graduation Rate (CA Dashboard) All Students: 42.3% Graduated English Learners: 23.5% Hispanic: 42.5% Socioeconomically Disadvantaged: 40.4%	2024-2025 Graduation Rate (CA Dashboard) All Students: 51.2% Graduated English Learners: 45% Hispanic: 55.6% Socioeconomically Disadvantaged: 55.0%	CA Dashboard Graduation Rate All Students: 70% English Learners: 75% Hispanic: 75% Socioeconomically Disadvantaged: 70%	Graduation Rate (CA Dashboard) All Students: -1.3% Graduated English Learners: -16.5% Hispanic: -8.7% Socioeconomically Disadvantaged: +1.9%
4.3	Percentage of high school graduates who are placed in the "Prepared" level on the College/ Career Indicator.	2022-2023 College/Career (CA Dashboard) All Students Not Prepared = 97.5% Approaching Prepared =2.5% Prepared =0% Socioeconomically Disadvantaged = 0% prepared out of 32 students Not Prepared = 97.5% Approaching Prepared = 2.5 % Prepared = 0% No Performance Level	2023 - 2024 College/Career (CA Dashboard) All Students Not Prepared = 96% Approaching Prepared =4% Prepared =0% Socioeconomically Disadvantaged Not Prepared = 97.8% Approaching Prepared =2.2% Prepared =0% No Performance Level because less	2024 - 2025 College/Career (CA Dashboard) All Students Not Prepared = 95.3% Approaching Prepared = 4.7% Prepared = 0% Socioeconomically Disadvantaged Not Prepared = 95% Approaching Prepared =5% Prepared =0% No Performance Level because less	CA Dashboard College/Career Indicator All Students Not Prepared: .5% Approaching Prepared = 25% Prepared = 70% Socioeconomically Disadvantaged Not Prepared: .5% Approaching Prepared = 25% Prepared = 70% No Performance Level target is possible to	Difference from Baseline CA Dashboard College/Career Indicator All Students Not Prepared: -2.2% Approaching Prepared = +2.2% Prepared = 0% Socioeconomically Disadvantaged Not Prepared -2.5% Approaching Prepared +2.5% Prepared 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		because less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilit	than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilities White	than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilities White	determine because there are less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilities White	No Performance Level because less than 11 students - *data not displayed for privacy African American Asian English Learners Filipino Hispanic Unhoused Two or More Races Pacific Islander Students with Disabilities White
4.4	NEW METRIC: Stability Rate	CURRENT YEAR IS BASELINE YEAR: 2024-25 DataQuest: All Students Stability Rate is 58.8% Hispanic/Latino 63.5% English Learners 61.3% Students with Disabilities 71.4% Socioeconomically Disadvantaged 59.1%	NEWLY ADDED METRIC	NEWLY ADDED METRIC	All Students Stability Rate 65% Hispanic/Latino 69% English Learners 67% Students with Disabilities 77% Socioeconomically Disadvantaged 65%	CURRENT YEAR IS BASELINE YEAR
4.5	NEW METRIC: Chronic Absenteeism	CURRENT YEAR IS BASELINE YEAR: 2024-25 DataQuest All Students 60.5% Hispanic/Latino 62.1% English Learners 64.3% Students with Disabilities 52%	NEWLY ADDED METRIC	NEWLY ADDED METRIC	All Students 56% Hispanic/Latino 58% English Learners 60% Students with Disabilities 48%	CURRENT YEAR IS BASELINE YEAR

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 62.1%			Socioeconomically Disadvantaged 58%	

Goal Analysis [2025-26]

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

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

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

Successful Implementation
Action 4.1: The School Community Liaison position has been in place and filled since the 2024-2025 school year. Their responsibilities in 2025-2026 included monitoring daily attendance, contacting parents of absent or tardy students, organizing SART (School Attendance Review Team) and SARB (School Attendance Review Board) meetings, as well as conducting home visits. The SART meetings proved effective, prompting an expanded expectation: to meet with every student and their parent or guardian before the end of the first semester. These meetings, held with the Principal, Counselor, School Community Liaison, parents, and students, focused on setting individualized goals, clarifying expectations, and reviewing each student's attendance and academic progress.

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

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

Expenditure Differences:
Estimated actual expenditures have remained below the budgeted allocations. A community liaison was hired instead of a Social Worker, which reduced the cost from $138,604
Projected funding expenditures by June 2026 is $70,281
4.1 Remaining balance is $68,323

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

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

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

The Stability Rate has increased by 6.5%.
The Chronic Absence Rate has decreased by 3.6%.
The suspension rate has decreased by 13.2%.
The projected graduation rate has also increased by 8.9%.

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.

Action 4.1: We will be adding metrics for the Stability Rate and the Chronic Absence Rate. These metrics will give a better picture of the effectiveness of the planned action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Home /School Liaison to monitor attendance and achievement for Bridgepoint High School	Liaison to monitor attendance and achievement data will create individualized student plans for academic engagement to support the red indicators identified by the CA School Dashboard, 2023.(https://www.caschooldashboard.org/reports/01612340135426/2023). These red indicators include Hispanic suspension rate (10.3% suspended at least one day), socioeconomically disadvantaged suspension rate (16.5% suspended at least one day), and students with disabilities suspension rate (10.5% suspended at least one day). The red indicator data also includes students to graduate is at 52.5% out of 40 students. For students who are prepared for college or a career, the data shows 97.5% of the graduating class of 2023 as not prepared. This Liaison will be the	$124,208.00	No

Action #	Title	Description	Total Funds	Contributing
		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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$5,148,603	$N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.690%	1.889%	$994,838.00	11.579%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Advance Placement percentages of students who passed an AP exam with a score of 3 or higher, students meeting A-G requirements for UC/CSU, and students completing a Career Technical Education pathway have shown an increase between 2019 and 2023, and we wish to continue this trend of upward mobility through the more intensive and focused services.	
1.2	**Action:** Intensive English Language Development Professional Learning **Need:** CAASPP EL: 0% LTEL: Not enough students CAASPP Math EL: 6.67% LTEL: Not enough students ELPI 27.9% are making progress 25% decreased one ELPI level 47.1% maintained ELPI level 27.9% progressed at least one ELPI level **Scope:** Schoolwide	NUSD knows that multilingual students and their families are one of its greatest assets. Multilingualism is the future, and we are dedicated to high quality programs and services that will support all students to achieve our shared vision of achievement and opportunity. This achievement means attaining a high level of proficiency in both English and another language and applying these skills in meaningful ways. We are committed to supporting multilingual learners at all levels and at any stage in their development. We are guided by the principles that are outlined in the California English Learner Roadmap.	i-Ready diagnostic assessments (K-5) CAASPP performance, (grades 3-5), Classroom walkthrough data on strategy implementation, English Learner progress via ELPAC Teacher survey feedback on professional learning effectiveness
1.4	**Action:** College and Career Support (ROP)	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	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
	Need: 2023 CA Dashboard Graduation Rate All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3%% SED: 80.2% SwD: 69.6% 2023 College/Career Measures Report Percent Met CTE Pathway Completion (Source: DataQuest) All: 22.4% (95) EL: 12.8%; Unhoused: 5.9%; SED: 19.1%; SwD: 16.1%; AA: 21.4%; Asian: 18.2%; Filipino: 34.8%; Hispanic: 21%; White: 14.3% 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9% Hispanic: 30.7% White: 51.4%	thirty-five years, MVROP has been instrumental in preparing students for successful business, medical, and technical careers. Operating under a partnership with Fremont, New Haven, and Newark Unified School Districts, over 5,000 students (adult and high school) participate each year in MVROP's exemplary educational programs. Mission Valley's dedicated staff, superior learning environment, and high tech equipment all contribute to the high success rate of our students. Keeping current with today's standards is critical, and we continually seek input from business and industry representatives who serve on active advisory committees for each of our programs.+ There has been a steady rise of students completing a CTE pathway post pandemic except in the area of Unhoused students and White students. Servicing all students with a variety of pathways peaks interest and allows students more choice in their college and career fields.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9% **Scope:** Schoolwide		
1.6	**Action:** College and Career Support **Need:** 2023 CDE DataQuest Percent Met UC/CSU Requirements: All: 43.2 % AA: 50% Asian: 67.3% Filipino: 60.9% Hispanic: 30.7% White: 51.4% 2+ races: 57.9% EL: 16% Unhoused: 23.5% SwD: 14.3% SED: 33.9% 2023 CA Dashboard Graduation Rate All 83.7% AA 64.3% Asian: 94.5%% Filipino: 87% Hispanic: 80.3% White: 88.6% EL: 71.3%%	The College and Career Specialist position at Newark Memorial High School was increased from a 0.5 FTE to a 0.8 FTE for the 2024-25 school year based upon the increase of percentages of students meeting UC/CSU Requirements in all subgroups (except the slight decrease of Hispanic students from 31% to 30.7% and Socially Economically Disadvantaged students from 38.5% to 33.9%), the increase of the CTE Pathways in all subgroups (except White students from 32.8% to 14.8%) and the need for the graduation rate for NUSD to increase and recover after the impact of the pandemic influence of unfinished learning. The College and Career Specialist works with the high school counselors and outside organizations to support, promote, and define the pathways for individual and groups of students to help them make informed decisions beyond high school, explore occupational choices, research funding sources for college and universities, define college admissions pathways, and connect with part-time, internship and other employment opportunities. In addition, the Puente agreement will also be honored in which it is stated that the District shall provide $5,000 directly to each partner site. Funds	Met UC/CSU Requirements; Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED: 80.2% SwD: 69.6% **Scope:** Schoolwide	may be used for functions associated with implementing the Puente program each year. This will be an additional $10,000 on the proposed College and Career Specialist position.	
1.7	**Action:** District Professional Development for Classified and Certificated Staff **Need:** 2023 CA Dashboard Implementation of Academic Standards Professional Development ELA- Full Implementation Math- Full Implementation NGSS- Full Implementation and Sustainability 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50%	Newark Unified School District successfully provides almost all of the teacher, managerial, and classified staff professional learning using internal expertise and/or group training with alternate funding. However, there are still areas of need for our staff to attend external training when there is not access to that expertise within the district. Both certificated and classified individual staff need additional targeted, focused training for the students, staff and community of NUSD to receive the most up to date resources and services. These training areas support a wide variety of our student needs including our SBAC scores, implementation of standards, academic achievement, and safety.	Local Indicators: Implementation of Academic Standards, SBAC Math and ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 - SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 2023 SBAC Science (CAST) Percent Met or Exceeded Standards (Data Source: CAST Dashboard) All: 26.09% EL: 1.49% Unhoused: 22.85% SED: 16.23% SwD: 6.35% AA: 19.2% Asian: 54.12% Filipino: 39.6% Hispanic: 15.21% PI: 0% White: 39.65% 2+ races: **Scope:** LEA-wide		

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
1.8	**Action:** Instructional Program Subscriptions **Need:** i-Ready Math 2023-2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41% i-Ready Reading 2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43% **Scope:** LEA-wide	To support the students, staff, families and community of Newark Unified School District, a variety of instructional program subscriptions are needed to provide information, curriculum, instruction, social emotional learning, and support. APEX is the online credit recovery platform used to expand opportunities to earn credit during the school day, outside the school day, and during summer school. This resource increases the possibility of credit deficient students achieving graduation. Axiom provides services to create and write the annual SARCS, submits the SARCs to the State and translates into Spanish. Google Education Plus is the backbone platform of communication for NUSD, and provides a unified, integrated consistent set of features and tools across different service needs online, to allow students, staff and families continued access 24 hours daily, which furthers the opportunity for academic success, safety, and intervention. Character Strong is the NUSD social emotional learning platform used by students K-8 within the instructional day and along with PBIS and MTSS strategies for all students. i-Ready, through Curriculum Associates, provides individually targeted intervention for all NUSD students K-8 and measures student progress. The i-Ready platform can be accessed online at any time allowing it to be available for student use while managing their individual timelines on and	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
		off campus. Using I-Ready with teacher guided support and instruction has seen positive growth with our K-8 students, particularly in third and sixth grades. A2A (Attention to Attendance) is a service of School Innovations & Achievement to ensure attendance record keeping is in real time, to allow educators to monitor and provide services for students and families for their optimal educational experience. All of these programs work together to provide NUSD students the opportunities for life long learning, however, they are also tools for our educators to target and focus support of our individual students to close the gaps in student achievement and engagement that has increased as a result of the pandemic.	
1.9	**Action:** Additional Contract/Services for Language Support **Need:** 2023 Summative ELPAC Results - (Data Source: CAASPP Dashboard) Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246) 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%;	This action will specifically address the needs of Long Term English Learners (13.3%). Overall results in ELPAC scores reflect a decrease between 2019 to 2022 in the percent of students at Level 4 (-.6%) and level 3 (- 8.5%) on the ELPAC, the annual language assessment, and a decrease in the percentage of student at Level 2 (- 4%) or Level 1 (no change). Additionally, the 2023 California Dashboard results for ELA show a decline in Distance from Standard (DFS) by 22.5 points (114.1 points below standard), while the results for Math show a decline for English Learners of 15.4 points to 132.6 points below standard. The Summative Alternate ELPAC for students who qualify based on their IEP show that 50 did not make progress on the Summative	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
	EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: **Scope:** LEA-wide	Alternate ELPAC and 50% who did make progress. Reclassification rates have remained stead between 2020 and 2023 with 21% of English Learners represented as reclassified within the EL population. To ensure that all students are assessed in the least restrictive environment, as well as provide the most equitable, less distracted, and lowest anxiety inducing environment, more funds have been allocated for certified ELPAC testers. The service providers are trained, thoughtful, organized, patient, and offer the optimum environment for assessments for our students. This funding ensures that students are doing their best, safe, and are taking their time to be thoughtful problem solvers and critical thinkers. We will be looking at the data for the next three years, expecting an increase in the ELPAC and reclassification data, as well as an increase in SBAC data for our English Learners. Funds will also be used if needed to guide instruction and progress, supplemental instructional materials, etc. to specifically address the needs of Long Term English Learners.	
1.10	**Action:** EL Liaisons **Need:**	This action will specifically address the needs of Long Term English Learners (13.3%). Overall results in ELPAC scores reflect a decrease between 2019 to 2022 in the percent of students at	ELPAC; Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 Summative ELPAC Results - (Data Source: CAASPP Dashboard) Percentage scoring: Overall Level 4: 15.7% (155) Overall level 3: 30.53% (312) Overall Level 2: 30.23% (309) Overall Level 1: 24.07% (246) 2023 Reclassification (Data Source: Data Quest) Total % of Reclassified EL 21% **Scope:** LEA-wide	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. The data above shows an expressed need for English Learner Liaisons for each school to connect with our students, teachers, school administration, and families to ensure that every student has an equitable, comprehensive, and enriched education for a statistical increase in reclassification of our students. In the past the increase of EL Liaison services has not been pulled from the same funding source, forcing some school sites to use internal SPSA money to fund services. Utilizing the same funding source can increase equity among school sites based upon their needs to service English Learners.	
1.11	**Action:** Additional Support for Site Level Activities	This action provides for the unique needs of each school site based on their unduplicated pupil population and is intended to provide support for	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
	Need: 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%; Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 58.56% i-Ready Math 2023-2024 Winter Assessment:	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.	

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
	Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38% Third: 53% Fourth: 48% Fifth: 41% i-Ready Reading 2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43% **Scope:** LEA-wide		
1.13	**Action:** Equitable Access to Technology **Need:** 2023 SBAC Math Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 35.17%; EL: 27.0%;	NUSD audit of technology has produced the data necessary to conclude that student devices are reaching "end of life". Working with the new 2024-2025 technology plan, the funding of this goal is to provide a starting point to activate and support our students with a technology refresh. The funds for this goal will be distributed with an equitable lens to ensure that the students with the most need (English Learners, Foster Youth, Low Income) will	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
	Unhoused: 35.0%; SED: 45.0%; SwD: 27.0%; AA: 27.27%; Asian: 61.810%; Filipino: 44.82%; Hispanic:20.51% PI: 22.82%; White: 45.42%; 2+ races: 50% 2023 SBAC ELA Percent Met or Exceeded Standards (Data Source: CAASPP Dashboard) All: 44.34% EL: 8.4% Unhoused: 22.85% SED: 30.38% SwD: 16.015 AA: 30.35% Asian: 64.28% Filipino: 55.17% Hispanic: 19.88% PI: 22.22% White: 56.4% 2+ races: 58.56% i-Ready Math 2023-2024 Winter Assessment: Percent "On or Above grade level" MATHEMATICS All: 43% Kinder: 46% First: 37% Second: 38%	receive the technology needed to increase literacy and academic skills.	

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
	Third: 53% Fourth: 48% Fifth: 41% i-Ready Reading 2023-2024 Winter Assessment: Percent "On or Above grade level" READING All: 49% Kinder: 57% First: 48% Second: 50% Third: 63% Fourth: 43% Fifth: 43% **Scope:** LEA-wide		
1.14	**Action:** High School Credit Recovery Summer School Program **Need:** 2024 CDE DataQuest Percent Met UC/CSU Requirements: All: 31.1% AA: 20% Asian: 46.9% Filipino: 51.1% Hispanic: 20.9% White: 45.1% 2+ races: 35.7%	The district's High School Credit Recovery Summer School Program is designed to provide students who have fallen behind in coursework with the opportunity to recover credits necessary for graduation. This program aims to support student success by offering targeted instruction during the summer months. Through dedicated instructional staff, and collaborative support services, the program addresses individual student needs, promotes engagement, and enhances academic achievement. The initiative aligns with the district's goals to improve student outcomes, reduce	Meet A-G Requirements, Graduation Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL: 8.8% Unhoused: 18.8% SwD: 7.8% SED: 26.9% 2024 CA Dashboard All: 85.2% AA: 86.7% Asian: 87.5% Filipino: 93.3% Hispanic: 82.1% White: 90.2% EL: 68.1% SED: 82.3% SwD: 70.3% **Scope:** Schoolwide	dropout rates, and ensure that all students are on track to graduate meeting A-G requirements.	
1.15	**Action:** High School Diagnostic Assessment **Need:** 2023 - 2024 CAASPP 11th Grade All Students ELA: 56.94% Math: 25.14% **Scope:** Schoolwide	Administering comprehensive diagnostic and formative assessments three times a year directly addresses the needs of unduplicated pupils by systematically identifying their specific academic learning gaps and needs. This targeted approach ensures that educators have timely and accurate data to inform instruction, support interventions, and allocate resources effectively.	11th Grade CAASPP: ELA and Math
1.16	**Action:** Highly Qualified Staff **Need:**	This Action ensures that all students at Schilling, specifically the English Learners and Long Term English Learners have access to highly qualified teachers. This action is provided on a school wide basis to attract and retain highly qualified teachers.	CAASPP ELA and Math ELPI, i-Ready

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
	According to the California Dashboard for Schilling Elementary all indicators are red, the lowest performing level, and for the 2023 - 2024 CAASPP results 0% of English Learners are proficient. **Scope:** Schoolwide	Given current teacher shortages, the district is providing intensive resources to teachers at the school in order to support the sustainability, continuity and development of a highly qualified workforce at the school. The Unduplicated Pupil Count (UPP) for Schilling Elementary is 62.5%. This Action will be of benefit to all students, but will be most effective for students who are identified as in the lowest performance indicator on the California Dashboard.	
1.17	**Action:** NEW ACTION: Bilingual Instructional Assistants **Need:** 2025 SBAC Math Percent Met or Exceeded Standards All: 38.52 %; EL: 7.89 %; 2025 ELA Percent Met or Exceeded Standards All: 49.10% EL: 5.8% 2026 Winter Diagnostic Assessment: Percent On or Above Grade Level MATHEMATICS All: 47% 2026 Winter Diagnostic Assessment: Percent On or Above Grade Level READING All: 48%	Based on the SBAC and i-Ready scores, the English Language Learners underperform significantly compared to all students. This action will provide support for the EL students at all sites in Math and ELA through target strategies and support.	SBAC Math SBAC ELA i-Ready Math i-Ready ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Parent Involvement and Support Translating/Interpreting Services **Need:** Local Measurement: 2026 Effective and active committees with representation from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also 2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5	This action will specifically address the needs of Long Term English Learners (13.3%). Communication is one of the key factors to increase academic achievement, increase attendance rates, lower suspension rates and provide data for all decision making programs for both the school and district. NUSD has collaborated with Parent Square as the District's communication platform for all students, staff, and families. Parent Square is a safe and secure platform for all school-to-home communication that provides multi-language, two-way group messaging, private conversations, district-side alerts and notices to keep all educational partners connected. In addition, each school site will receive $1100 ($1100 x 9 sites) to ensure that all interpretations (written, oral, and/or American Sign Language) that are not already funded through other platforms, services, or other funds, be available for any interpretation services for families, the community, and students. These services directly link our English Learners, attendance, suspension, and all communication between students, staff, families and the district to improve academic achievement, student and family engagement, safety, and support.	% of schools with effective and active committees with representation from unduplicated students; CSPS; CA Dashboard Local Indicator for Parent and Family Engagement;Parent Participation in programs for SWD

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** MODIFIED Data Management System **Need:** 2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Unhoused: 9.5% SED: 7.6% SwD: 7.8% AA: 11.3% Asian:2.2% Filipino: 2.1% Hispanic: 6.4% PI: 11.4% White: 4.4% 2+ races: 3.6% 2023 Expulsion Rate (Data Source: CA DataQuest) All: 0.0% 2023 Data Quest Four-Year Adjusted Cohort Outcome High School: All: 8.8% (37) AA: 20% (3) Asian: 5.5% (3) Filipino: 8.7% (4) Hispanic: 10.6% (25) White: 2.9% (1)	Having the most recent data, which is verified and accurate, is essential for NUSD to focus, plan, and implement data driven decisions for the academic, social emotional, and safety of our students as well as to increase student opportunities and skills. Document Tracking Services has been contracted by NUSD to streamline template-based documents, forms, translations and to collect and store documents. This service allows legal documentation to be formatted correctly and allows all data to be interpreted for our community use and transparency. Not only does it unify district and site documents, it also provides translation of our school report cards. This service allows for students, staff, families and the community to have information to plan and base decisions pertinent to the academic pursuits of all students, Illuminate Education is also an online platform based service to provide a place to house comprehensive assessment and MTSS collaboration and management tools for data-driven educators. This platform provides streamlined data to accurately assess learning, identify needs, align whole child support, and drive both school and district improvement in order to equitably accelerate growth for every learner. The Assessment Technician serves our students in disaggregating data, and as a vital link between	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
	EL: 15.4% (14) SED: 5% (29) Unhoused 2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6% AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2% **Scope:** LEA-wide	legal documents at the state, federal level, and NUSD, and also provides the verified data to fuel both Illuminate Education and Document Tracking Services. The services provided greatly impact all data found on the LCAP document and directs the planning of all services moving forward, especially those that pertain to suspension rates, expulsion rates, dropout rates, and graduation rates of our NUSD students.	
2.3	**Action:** Parent Workshops **Need:** Local Measurement: 2026 Effective and active committees with representation from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also 2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents	Community and family support greatly increases the likelihood that students in our NUSD schools will achieve academic success, and thrive while achieving their own individual goals, and are more likely to graduate with a college/ career pathway and plan when schools, families, and communities work together in a coordinated manner. NUSD works with outside organizations to provide parents with PIQE (Parent Institute for Quality Education) and CABE's (California Association for Bilingual Education) Project 2 Inspire workshops for our surrounding community, both inside and outside of the district boundaries.	% of schools with effective and active committees with representation from unduplicated students; CSPS; CA Dashboard Local Indicator for Parent and Family Engagement; Local Data on participation in programs for SWD:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	* At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5 **Scope:** LEA-wide	In addition, NUSD will offer parent workshops for only NUSD families, to participate at least six times per year. The goals of these sessions are: (1) To collaborate as a team between home and school, in order to create awareness of our student needs. (2) Be open to different viewpoints, build on each other's ideas. (3) Collect data and input, and to share and encourage each other to support our students academic, emotional, physical, and social development and growth. These workshops will directly influence behavior, reduce suspensions, increase attendance, and support social issues our students need to navigate in their own individual lives, safety both on and off campus, and an increase in academic achievement and pursuits.	
2.4	**Action:** Additional Site Level Activities (SPSA) **Need:** The 2022-2023 CHKS Survey % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71%	This action provides not only funding for the unique needs of each school site based on their unduplicated pupil population and is intended to provide support for English Learners, low income and Foster/Unhoused students primarily, but also the needs of the individual school site and their students. These actions are documented in the School Plan for Student Achievement and can be tailored based on academic, social emotional, and the comprehensive needs of the school site.	CHKS; CSSS; Graduation Rate; Chronic Absenteeism Rate

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

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
	Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2% 2023 CA Dashboard - Chronic Absenteeism Chronic Absenteeism All: 15.8% EL: 17.9% Foster: * Unhoused: 27.3% SED: 22.5% SwD: 20.9% AA: 35.8% Asian: 8.3% Filipino: 6.2% Hispanic: 19.6% PI: 32.8% White: 8.2% 2+ races: 17.1% **Scope:** LEA-wide		
2.5	**Action:** Mental health and other support for families **Need:** 2023 CA Dashboard Suspension Rates All: 5.2% EL: 7% Foster: 28.6% Unhoused: 9.5% SED: 7.6%	The disproportionately high rate of suspensions for African American, English Learners, Pacific Islander, Socioeconomically Disadvantaged and Unhoused students in Newark resulting in the red Indicator on the California Dashboard for each of these groups points to an urgent need for a nurturing, safe, equitable, and respectful school campus where all students are valued and respected. All Students, but especially the student groups indicated above, need outlets to have voice	CHKS; CSSS; Graduation Rate; Chronic Absenteeism; Suspension

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SwD: 7.8% AA: 11.3% Asian:2.2% Filipino: 2.1% Hispanic: 6.4% PI: 11.4% White: 4.4% 2+ races: 3.6% California Healthy Kids Survey The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% 7th; 9th; 11th; NT (Non-traditional) Relative Sample Size: 282 (79%); 245 (59%); 196 (48%); 23 (35%) * School connectedness: 42%; 47%; 41%; 61% * Academic motivation: 60%; 60%; 56%; 69% * Caring adults relationships: 50%; 53%; 50%; 51% * High expectations: 69%; 68%; 60%; 72% * Meaningful participation: 17%; 19%; 21%; 23% * Facilities upkeep: 21%; 14%; 16%; 58% California School Staff Survey	and opinions, as well as feel connected, supported, part of the school community, as well as a safe place to thrive, despite their individual challenges. Students and families continue to recover from the pandemic, and services for mental health allows the school to become a safe haven to foster positive relationships and experiences. Providing mental health services directly contributes to increased academic achievement, student attendance, decreased suspension rates, along with greater implementation of PBIS, MTSS, restorative justice, and positive, professional relationships at school between students and adults, student to student, and individual students to themselves. Not only are individual student services provided, but professional development is also conducted for both certificated and classified personnel to increase the mental health literacy of staff to continue to support and serve students.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023 CA Dashboard - Graduation Rates All: 83.7% EL: 71.3 Unhoused: 52.9% SED: 80.2% SwD: 69.6% AA: 64.3% Asian: 94.5% Filipino: 87% Hispanic: 80.3% White: 88.6% 2+ Races: 84.2% 2023 CA Dashboard - Chronic Absenteeism Chronic Absenteeism All: 15.8% EL: 17.9% Foster: * Unhoused: 27.3% SED: 22.5% SwD: 20.9% AA: 35.8% Asian: 8.3% Filipino: 6.2% Hispanic: 19.6% PI: 32.8% White: 8.2% 2+ races: 17.1% **Scope:** LEA-wide		
2.6	**Action:** MODIFIED; Community Liaison and Coordinator of Student Success	We have consistently met targets for parent involvement and have improvement in some key metrics, including the results of our Parent results	Effective and active committees with representation from

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Local Measurement: 2026 Effective and active committees with representation from unduplicated students. DELAC: 10 of 10 schools were represented LCAP Parent Advisory Committee: 10 of 10 schools represented; unduplicated student group also 2025 CSPS (administered once every two years) Parent Survey * Increase number of respondents * At minimum 70% of the respondents indicate the school allows for input and welcomes parent contribution, and participation. 2026 CA Dashboard Local Indicator Parent and Family Engagement Full implementation and sustainability in all areas 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities: 5 **Scope:** LEA-wide	from the California Healthy Kids Survey (CHKS). The over all results that show an increase in the number of respondents shows that there is a significant increase in overall satisfaction with the level of service and opportunity for involvement available to parents. We are happy to report that we are meeting and exceeding the desired outcome for this area. Furthermore, when we disaggregated this data to analyze the level of engagement for parents with disabilities, we found positive trends as well. However, we see an opportunity to improve in one metric, the degree to which parents feel that the school "actively seeks the input of parents before making important decisions", which showed only 69% of parents marking that they agreed or strongly agreed with this statement. We believe that translation services, parent workshops, and the work of Parent Partners, which is led by the Manager of Parent Engagement and Health Services have been effective in making progress on these goals. To increase our students opportunities in the college/career pathway, and increasing education and services to our families, directly correlates with student motivation, attendance, behavior, social emotional growth and goals. The Coordinator for College, Career, and Community Services will continue the work in addressing systemic barriers to student readiness for their college and career goals. The continued work of professional learning and collaboration for all secondary (6-12) counselors to align and develop equity-centered practices, develop plans for remediation and intervention, and prepare for	unduplicated students; CSPS; Local Indicator Parent and Family Engagement; 2023 Local Data on participation in programs for SWD: # of professional development sessions offered to staff focused specifically on partnering with families of Students with Disabilities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		community information events is planned throughout the year. This work has included collaboration with a K-12 CTE pathway coordinator, removing barriers to enrollment such as prerequisites for non-sequential courses, and presenting information to the middle school regarding high school academies and course choices. We have also adjusted our approach to summer school credit recovery enrollment, which included streamlining the summer enrollment process to ensure students and families have the paperwork and plans in place to attend. The 0.5 FTE for Community Liaison works directly with students and families to increase attendance, lower suspension rates, support of both students and families by providing referrals for services needed, and works to eliminate roadblocks between students, their academic achievement, and communication with families.	
3.2	**Action:** Library Hours of Operation and Educational Supplies/Support **Need:** 2023 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of Education Most recent data available CTC Audit Report 2022-23 Teacher Vacancies: 95* Misassignments: 35* *CTC Audit Report and Review	Additional hours for library clerks allow for all students at each site to have more days to engage with the student library, a safe place for students to meet at lunchtime (for some sites), and afterschool intervention if needed. Library clerks provide resources, and offer support to all students in NUSD to foster a community of engaged, motivated, life long learners. Library clerks are also responsible for managing the library and curriculum resources to the teachers, students, and families. The online platform to store thorough, real-time data of a library's inventory, school curriculum inventory, and media assets is provided through a platform called Destiny Library Manager (an extension of	CA Dashboard Local Indicator Basic Services: Williams Act /Compliance and Reporting; CHKS

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.4	**Action:** Science Education **Need:** The 2022-2023 CHKS Survey Data: % reporting "Yes, most of the time or Yes, all of the time" to the survey topic. 5th Grade 157 (47%) * School connectedness: 64% * Academic motivation: 79% * Caring adults in school: 64% * High expectations adults in school: 80% * Meaningful participation: 38% * Social-emotional learning supports: 71% **Scope:** LEA-wide	The Environmental Literacy Plan of NUSD, aka Newark Goes Outdoors (NewGO!) prioritizes outdoor education for all students. We believe creating a lasting connection between students and their environment is crucial to the learning process. Environmental learning opportunities increase content knowledge, skills, and consciousness, especially as students examine how human actions contribute to climate change and sustainability. Students learn quickly and demonstrate better attention and longer retention of skills when learning takes place in outdoor environments, and students have opportunities to apply learning to real-world contexts. Furthermore, exposure to nature through these programs enhances learners' cognitive functioning, self-discipline, and character development. Numerous physical and mental health benefits accrue from spending time outdoors, such as reduced stress and loneliness, and increased physical activity and resilience. Each year, teachers coordinate with community organizations including but not limited to East Bay Regional Park. Tule Ponds, Don Edwards SF Bay National Wildlife Refuge, Monterey Bay Aquarium, to organize experiences for all students in NUSD. Destinations for each grade level are identified based on the NGSS and/or FOSS module for that grade level as outlined in the NewGO! scope & sequence, the NUSD Greenprint for Environmental Literacy K-12.	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
		Funding provided will pay for the transportation for all K - 6 and 9th grade outdoor learning experiences identified in the NUSD Greenprint including 5th grade Science camp. It will also pay for the stipends of teacher chaperones who stay overnight per the CBA with NTA and admission fees if necessary. This is one step closer to providing equity based opportunities for our students with academic achievement and engagement. Funding will also be allocated to provide scholarships for fifth-grade students who are unable to afford the full cost of attending Science Camp.	
3.6	**Action:** Additional Site level activities (SPSA) **Need:** 100% of teachers who participate in professional development focused on intervention strategies for Students with Disabilities 100% of teachers who participate in professional development focused on English Language Development (ELD) strategies 2023 Williams Audit: Facilities: All sites - Good Instructional Materials: Sufficient and approved by the Newark Board of Education Most recent data available CTC Audit Report 2022-2023	This action provides for the unique needs of each school site based on their unduplicated pupil population and is intended to provide support for English Learners, low income and Foster/Unhoused students primarily, but also the needs of the individual school site and their students. These actions are documented in the School Plan for Student Achievement and can be tailored based on academic, social emotional, and the comprehensive needs of the school site.	Williams Audit; CTC Audit

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teacher Vacancies: 95* Mis-assignments: 35* *CalSAAS reports reflect vacancies and misassignments by instructional period for secondary 2021-22 Actuals by Position Teacher Vacancies: 88 Mis-assignments: 24 *CTC Audit Report and Review **Scope:** LEA-wide		
3.8	**Action:** NEW ACTION - Teacher Induction Mentor Stipends **Need:** 22-23 Teacher Assignment Monitoring Outcomes Clear Credential 80.9% Out of Field 1.5% Intern 2.4% Ineffective 2.4% **Scope:** LEA-wide	New teachers will develop the skills and knowledge to successfully teach and build meaningful connections with unduplicated students by implementing engaging research based strategies	Local Indicator Basic Services: Teacher Assignment Monitoring Outcomes

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	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	53,132,799	5,148,603	9.690%	1.889%	11.579%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,152,342.98	$57,826.00	$66,382.00	$0.00	$6,276,550.98	$3,051,021.98	$3,225,529.00

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	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools Grades 9-12	July 2026 - June 2027	$493,257.00	$0.00	$493,257.00				$493,257.00	
1	1.2	Intensive English Language Development Professional Learning	English Learners	Yes	Schoolwide	English Learners	Specific Schools: August Schilling Elementary TK-5	July 2026 - June 2027	$70,000.00	$0.00	$70,000.00				$70,000.00	
1	1.3	DISCONTINUED Dual Language Immersion (DLI)							$0.00	$0.00	$0.00				$0.00	
1	1.4	College and Career Support (ROP)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS Grades 9-12	July 2026 - June 2027	$0.00	$969,359.00	$969,359.00				$969,359.00	
1	1.5	DISCONTINUED: Teaching and Learning with STEAM							$0.00	$0.00	$0.00				$0.00	
1	1.6	College and Career Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS Grades 9-12	July 2026 - June 2027	$82,000.00	$10,000.00	$92,000.00				$92,000.00	
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 2026 - June 2027	$174,732.98	$0.00	$174,732.98				$174,732.98	
1	1.8	Instructional Program Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 2026 - June 2027	$0.00	$312,400.00	$312,400.00				$312,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
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 2026 - June 2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.10	EL Liaisons	English Learners	Yes	LEA-wide	English Learners	All Schools	July 2026 - June 2027	$118,795.00	$0.00	$118,795.00				$118,795.00	
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 2026 - June 2027	$243,172.00	$249,775.00	$492,947.00				$492,947.00	
1	1.12	DISCONTINUED-Academic Achievement of Students with Disabilities							$0.00	$0.00	$0.00				$0.00	
1	1.13	Equitable Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.14	High School Credit Recovery Summer School Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial High School, Bridgepoint Continuation High School	July 2026 - June 2027	$232,000.00	$0.00	$232,000.00				$232,000.00	
1	1.15	High School Diagnostic Assessment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial and Bridgepoint High Schools 9-12 grades	July 2026 - June 2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.16	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schilling Elementary	July 2026 - June 2027	$421,000.00	$0.00	$421,000.00				$421,000.00	
1	1.17	NEW ACTION: Bilingual Instructional Assistants	English Learners	Yes	LEA-wide	English Learners	All Schools	July 2026- June 2027	$369,700.00	$0.00	$369,700.00				$369,700.00	
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 2026- June 2027	$50,100.00	$39,400.00	$89,500.00				$89,500.00	

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	2.2	MODIFIED Data Management System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$0.00	$85,130.00	$85,130.00				$85,130.00	
2	2.3	Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$0.00	$36,574.00	$36,574.00				$36,574.00	
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 2026 - June 2027	$292,402.00	$199,898.00	$492,300.00				$492,300.00	
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 2026 - June 2027	$0.00	$602,413.00	$602,413.00				$602,413.00	
2	2.6	MODIFIED; Community Liaison and Coordinator of Student Success	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2026 - June 2027	$247,000.00	$0.00	$247,000.00				$247,000.00	
3	3.1	DISCONTINUED Program Administrator of Science						July 2026- June 2027	$0.00	$0.00	$0.00				$0.00	
3	3.2	Library Hours of Operation and Educational Supplies/Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$82,655.00	$60,981.00	$143,636.00				$143,636.00	
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2024 - June 2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.4	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	$190,000.00	$190,000.00				$190,000.00	
3	3.5	DISCONTINUED: STEAM Initiative						July 2026- June 2027	$0.00	$0.00	$0.00				$0.00	
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	$245,599.00	$245,599.00				$245,599.00	
3	3.7	DISCONTINUED-School Site Safety						July 2026- June 2027	$0.00	$0.00	$0.00				$0.00	
3	3.8	NEW ACTION - Teacher Induction Mentor Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 2025 - June 2027	$50,000.00	$0.00	$50,000.00				$50,000.00	
4	4.1	Home /School Liaison to monitor attendance and achievement for Bridgepoint High School	All	No			Specific Schools: Bridgepoint High School	July 2026- June 2027	$124,208.00	$0.00		$57,826.00	$66,382.00		$124,208.00	

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
							Grades 11-12									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
53,132,799	5,148,603	9.690%	1.889%	11.579%	$6,152,342.98	0.000%	11.579 %	**Total:**	$6,152,342.98
								LEA-wide Total:	$3,839,726.98
								Limited Total:	$0.00
								Schoolwide Total:	$2,312,616.00

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	$493,257.00	
1	**1.2**	Intensive English Language Development Professional Learning	Yes	Schoolwide	English Learners	Specific Schools: August Schilling Elementary TK-5	$70,000.00	
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	**1.6**	College and Career Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial HS Grades 9-12	$92,000.00	
1	**1.7**	District Professional Development for Classified and Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$174,732.98	
1	**1.8**	Instructional Program Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$312,400.00	

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	1.9	Additional Contract/Services for Language Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.10	EL Liaisons	Yes	LEA-wide	English Learners	All Schools	$118,795.00	
1	1.11	Additional Support for Site Level Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$492,947.00	
1	1.13	Equitable Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	1.14	High School Credit Recovery Summer School Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial High School, Bridgepoint Continuation High School	$232,000.00	
1	1.15	High School Diagnostic Assessment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Newark Memorial and Bridgepoint High Schools 9-12 grades	$35,000.00	
1	1.16	Highly Qualified Staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Schilling Elementary	$421,000.00	
1	1.17	NEW ACTION: Bilingual Instructional Assistants	Yes	LEA-wide	English Learners	All Schools	$369,700.00	
2	2.1	Parent Involvement and Support Translating/Interpreting Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,500.00	
2	2.2	MODIFIED Data Management System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,130.00	
2	2.3	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,574.00	
2	2.4	Additional Site Level Activities (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$492,300.00	

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	$602,413.00	
2	2.6	MODIFIED; Community Liaison and Coordinator of Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$247,000.00	
3	3.2	Library Hours of Operation and Educational Supplies/Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,636.00	
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
3	3.4	Science Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	
3	3.6	Additional Site level activities (SPSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$245,599.00	
3	3.8	NEW ACTION - Teacher Induction Mentor Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,702,036.00	$5,170,156.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Academic Counselors	Yes	$453,917.00	$453,917
1	**1.2**	Intensive English Language Development Professional Learning	Yes	$49,000.00	$49,000
1	**1.3**	DISCONTINUED Dual Language Immersion (DLI)		0	0
1	**1.4**	College and Career Support (ROP)	Yes	$969,359.00	$969,359
1	**1.5**	DISCONTINUED: Teaching and Learning with STEAM			
1	**1.6**	College and Career Support	Yes	$91,600.00	$91,600
1	**1.7**	District Professional Development for Classified and Certificated Staff	Yes	$70,000.00	$69,395
1	**1.8**	Instructional Program Subscriptions	Yes	$240,423.00	$107,044
1	**1.9**	Additional Contract/Services for Language Support	Yes	$25,000.00	$25,000
1	**1.10**	EL Liaisons	Yes	$84,327.00	$84,190
1	**1.11**	Additional Support for Site Level Activities	Yes	$486,035.00	$486,035

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Academic Achievement of Students with Disabilities	Yes	$49,025.00	$49,025
1	1.13	REVISED TITLE AND DESCRIPTION - Equitable Access to Technology	Yes	$200,000.00	$200,000
1	1.14	NEW ACTION High School Credit Recovery Summer School Program		$150,000.00	$150,000
1	1.15	NEW ACTION High School Diagnostic Assessment	Yes	$40,000.00	$40,000
1	1.16	NEW ACTION - Highly Qualified Staff	Yes	$631,246.00	$631,246
2	2.1	Parent Involvement and Support Translating/Interpreting Services	Yes	$62,500.00	$62,500
2	2.2	MODIFIED Data Management System	Yes	$92,130.00	$92,130
2	2.3	Parent Workshops	Yes	$26,000.00	$26,000
2	2.4	Additional Site Level Activities (SPSA)	Yes	$486,035.00	$469,229
2	2.5	Mental health and other support for families	Yes	$344,590.00	$344,590
2	2.6	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	Yes	$287,020.00	$287,020
3	3.1	DISCONTINUED Program Administrator of Science		$0.00	$0
3	3.2	Library Hours of Operation and Educational Supplies/Support	Yes	$109,173.00	$109,173
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	$4,000.00	$4,000

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)
3	**3.4**	MODIFIED Science Education	Yes	$70,000.00	$70,000
3	**3.5**	STEAM Initiative	Yes	$20,000.00	$20,000
3	**3.6**	Additional Site level activities (SPSA)	Yes	$486,035.00	$186,334
3	**3.7**	School Site Safety	Yes	$23,000.00	$23,000
3	**3.8**	NEW ACTION - Teacher Induction Mentor Stipends	Yes	$50,000.00	$88
4	**4.1**	Home /School Liaison to monitor attendance and achievement for Bridgepoint High School	No	$101,621.00	$70,281

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,273,576	$5,450,415.00	$4,278,738.00	$1,171,677.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Counselors	Yes	$453,917.00	$483,258		
1	1.2	Intensive English Language Development Professional Learning	Yes	$49,000.00	$36,494		
1	1.4	College and Career Support (ROP)	Yes	$969,359.00	$969,359		
1	1.6	College and Career Support	Yes	$91,600.00	$69,338		
1	1.7	District Professional Development for Classified and Certificated Staff	Yes	$70,000.00	$57,636		
1	1.8	Instructional Program Subscriptions	Yes	$240,423.00	$107,044		
1	1.9	Additional Contract/Services for Language Support	Yes	$25,000.00	$15,327		
1	1.10	EL Liaisons	Yes	$84,327.00	$87,441		
1	1.11	Additional Support for Site Level Activities	Yes	$486,035.00	$298,870		
1	1.12	Academic Achievement of Students with Disabilities	Yes	$49,025.00	$49,023		
1	1.13	REVISED TITLE AND DESCRIPTION - Equitable Access to Technology	Yes	$200,000.00	$161,259		
1	1.15	NEW ACTION High School Diagnostic Assessment	Yes	$40,000.00	$5,477		

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	1.16	NEW ACTION - Highly Qualified Staff	Yes	$631,246.00	$420,417		
2	2.1	Parent Involvement and Support Translating/Interpreting Services	Yes	$62,500.00	$53,210		
2	2.2	MODIFIED Data Management System	Yes	$92,130.00	$51,544		
2	2.3	Parent Workshops	Yes	$26,000.00	$29,588		
2	2.4	Additional Site Level Activities (SPSA)	Yes	$486,035.00	$392,579		
2	2.5	Mental health and other support for families	Yes	$344,590.00	$344,590		
2	2.6	Manager of Parent Engagement and Health Services/ Coordinator for College, Career, and Community Services	Yes	$287,020.00	$320,334		
3	3.2	Library Hours of Operation and Educational Supplies/Support	Yes	$109,173.00	$103,457		
3	3.3	Biliteracy Pathway Recognition & Reclassification Celebration	Yes	$4,000.00	$4,000		
3	3.4	MODIFIED Science Education	Yes	$70,000.00	$58,253		
3	3.5	STEAM Initiative	Yes	$20,000.00	$6,831		
3	3.6	Additional Site level activities (SPSA)	Yes	$486,035.00	$153,321		
3	3.7	School Site Safety	Yes	$23,000.00	$0		
3	3.8	NEW ACTION - Teacher Induction Mentor Stipends	Yes	$50,000.00	$88		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
52,661,574	5,273,576	0.00%	10.014%	$4,278,738.00	0.000%	8.125%	$994,838.00	1.889%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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