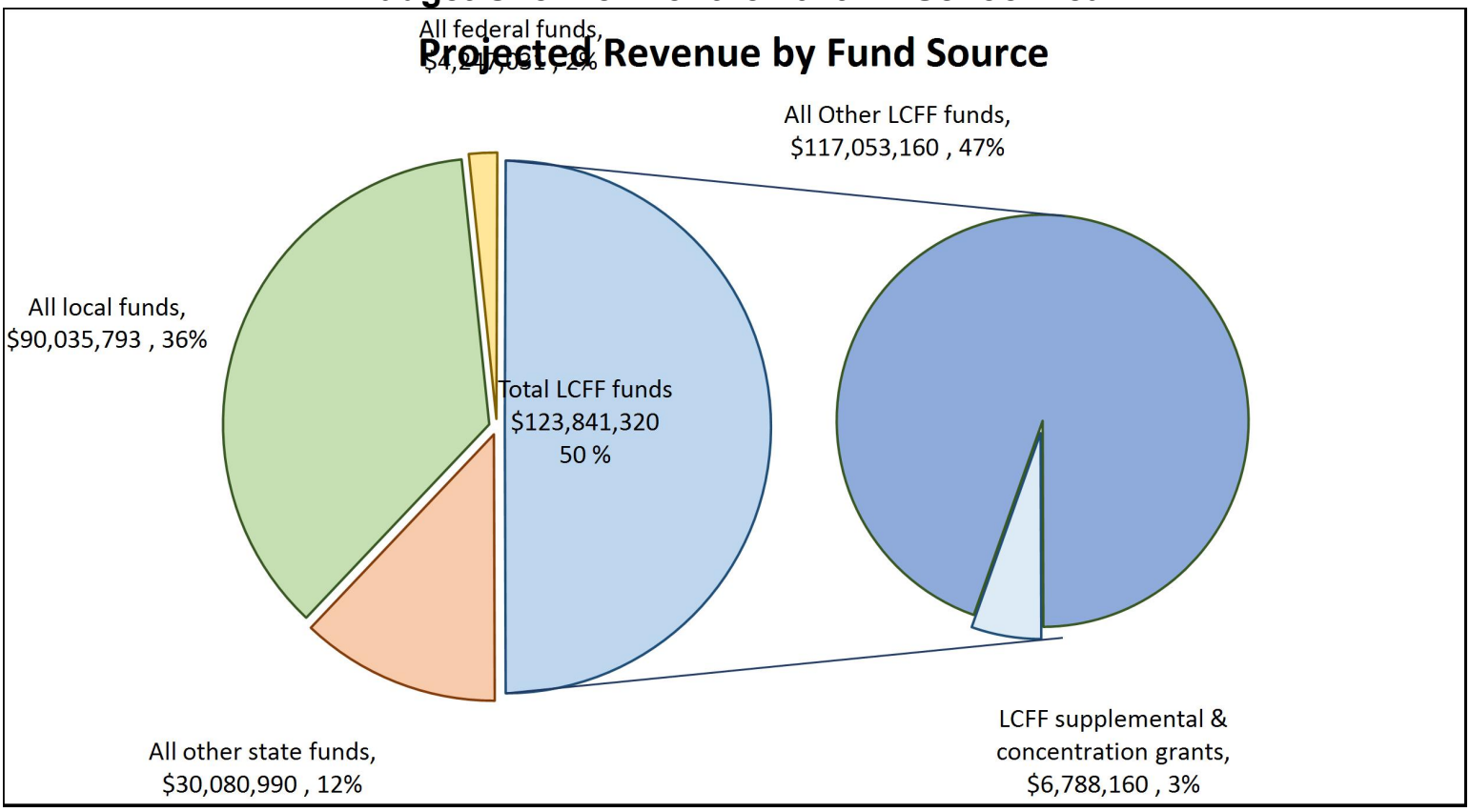
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Berkeley Unified School District
CDS Code: 01-61143-0000000
School Year: 2026-27
LEA contact information:
Jill Hoogendyk
Associate Superintendent, Educational Services
jillhoogendyk@berkeley.net
(510) 644-6257

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

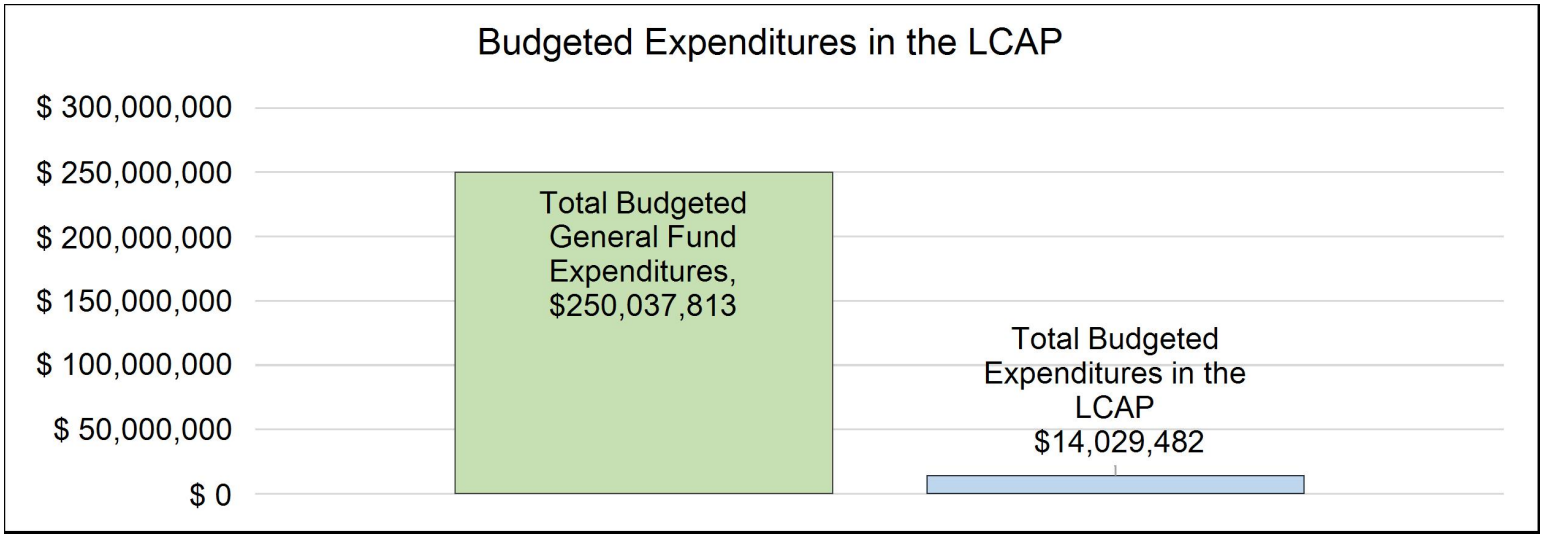


This chart shows the total general purpose revenue Berkeley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Berkeley Unified School District is $248,205,134, of which $123,841,320.00 is Local Control Funding Formula (LCFF), $30,080,990.00 is other state funds, $90,035,793.00 is local funds, and $4,247,031.00 is federal funds. Of the $123,841,320.00 in LCFF Funds, $$6,788,160.00 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 Berkeley 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: Berkeley Unified School District plans to spend $250,037,813.00 for the 2026-27 school year. Of that amount, $14,029,482.00 is tied to actions/services in the LCAP and $236,008,331 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other operating costs. Salaries and benefits for certificated, classified support staff, and administration as well as textbooks, instructional supplies, utilities, insurance, technology, maintenance, operations and transportation (the entire district budget may be found on our district website).

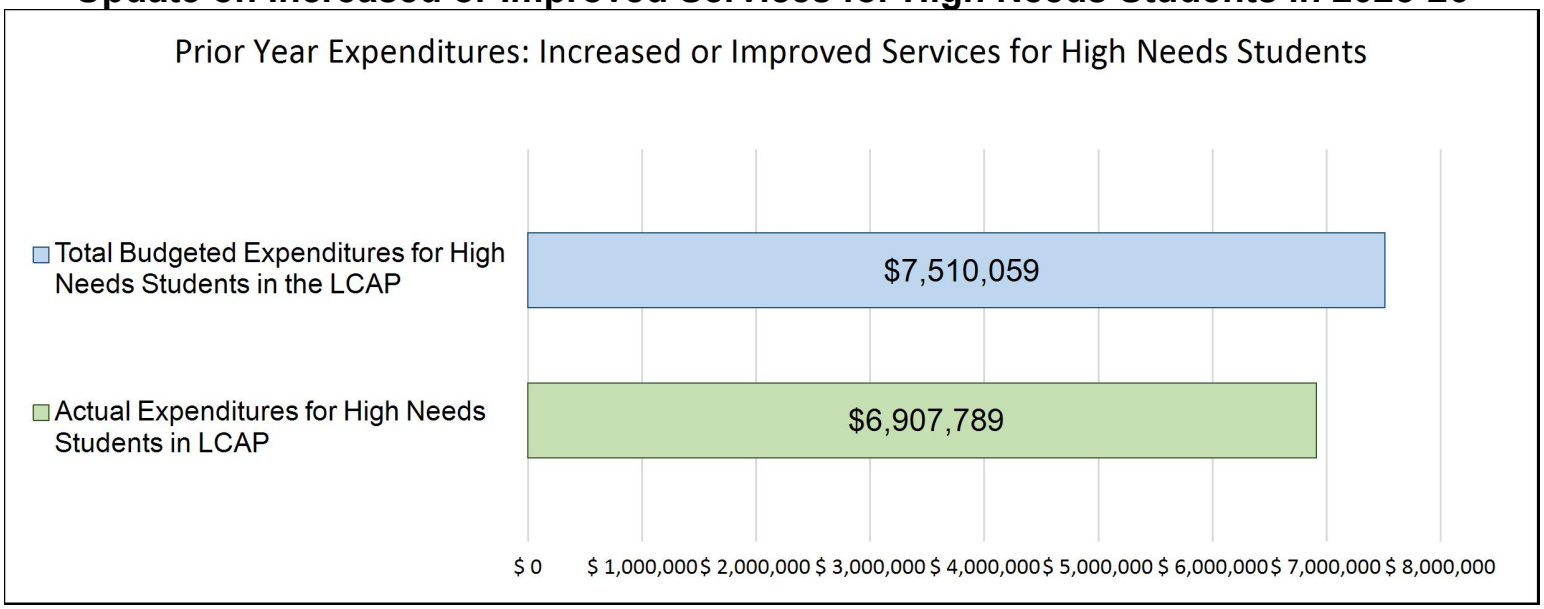
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Berkeley Unified School District is projecting it will receive $$6,788,160.00 based on the enrollment of Foster Youth, English learner, and low-income students. Berkeley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Berkeley Unified School District plans to spend $6,788,160.00 towards meeting this requirement, as described in the LCAP.

Some program expenses were less than budgeted because of lower staffing costs associated with vacancies for some or all of the school year, lower student participation rates in programs such as summer school, lower material and supply costs associated with programs with fewer student participants, and finally because some costs were paid for with other funding sources such as LREBG funds.

LCFF Budget Overview for Parents

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



This chart compares what Berkeley 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 Berkeley 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, Berkeley Unified School District's LCAP budgeted $7,510,059.00 for planned actions to increase or improve services for high needs students. Berkeley Unified School District actually spent $6,907,789.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $602,270 had the following impact on Berkeley Unified School District’s ability to increase or improve services for high needs students:

Some program expenses were less than budgeted because of lower staffing costs associated with vacancies for some or all of the school year, lower student participation rates in programs such as summer school, lower material and supply costs associated with programs with fewer student participants, and finally because one action investments was shifted to a one time block grant.

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
Berkeley Unified School District	Jill Hoogendyk Associate Superintendent, Educational Services	jillhoogendyk@berkeley.net (510) 644-6257

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.

Since the founding of the University of California, Berkeley in 1868 and the establishment of Berkeley's first high school in 1879, Berkeley's community has been proud to be a leader in public education. In 1968, the Berkeley Unified School District was the nation's first school district to desegregate without a court order. The Mission of the Berkeley Unified School District is to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world.

What you should know about our District:

- Students are our priority.
- We take pride in our diversity.
- We hold high expectations for ourselves and our students.
- We treat each other with respect and act with integrity.

Berkeley Unified is responsible for educating more than 9,500 individual students in 11 public elementary schools, 3 middle schools, one comprehensive high school, and an alternative high school. Berkeley Unified has one Equity Multiplier School: Berkeley Technology Academy. In addition, the district has 2 preschool facilities and an Adult School serving several thousand students each year. With a tradition of excellence rooted in a vibrant community, Berkeley Unified alumni have become national and international leaders in business, civic society, politics, academia, sports and the arts. Students and staff in Berkeley Unified come from a wide variety of ethnic and socioeconomic backgrounds, surrounded by one of the most intellectually and culturally rich regions in the United States.

The Mission, Vision, Values, and Goals of Berkeley Unified are encapsulated in the four E's:

- Excellence: in Learning, in Teaching, and in Service to our Students and Families
- Equity: in Access, in Resource Allocation, and Educational Outcomes
- Engagement: with Parents, Guardians, Families, and Community.
- Enrichment: in Curriculum with Music & the Arts, Libraries, Gardens & Nutrition, Science & Health, Physical Education & Sports

Similar to other school districts in the pandemic, BUSD had declining enrollment. From 18-19 to 23-24 there were approximately 1,000 fewer students enrolled in grades K through 12. Students are served at two preschool sites (~200), 11 elementary schools (~4000), three middle school schools (~2000), and one comprehensive and one alternative high school (~3300).

The ethnic diversity of BUSD in grades TK-12 (based on 25-26 enrollment) includes students who are White (40.4% up from 39.2% in 18-19), African-American (11.3% down from 14.1% in 18-19), Hispanic/Latinx (21.8% down from 23.9% in 18-19), Two or More Races/Other (16.8% up from 14.4% in 18-19), and Asian (8.6% up from 7.2% in 18-19). Multilingual Language Learners (MLLs) make up 471 of the 9,077 students enrolled in grades TK-12 in 25-26, or about 5%. This is lower than the 9% of students who were MLLs in 18-19. The largest percent of MLLs are Spanish-speaking students, comprising 51% of MLLs, followed by 14% speaking Arabic. Students in BUSD speak more than 35 different home languages.

Our Students are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity, act responsibly, and contribute to our community.

Our Educators believe that all students can meet or exceed rigorous academic standards. Teachers, staff, and administrators together form a rich professional learning community where all are supported to hone our professional craft and improve our effectiveness. Through the examination of our instructional practices and data, we adjust our teaching and operational systems in order to continuously improve. We are responsible for the stewardship of our fiscal resources and fair and equitable in their distribution.

Our Families and Community are integral to the success of our students and schools. Families are active, engaged and welcomed partners in their child's education, who give valued input and participate in making important decisions about our academic and enrichment programs. Our diverse community is passionate about equitable educational outcomes for all students. Our civic and community organizations partner with us to promote family engagement and the well-being and success of our students.

Our Schools are vital centers of community life enriched by the diversity of our city and welcoming to all families. Each classroom offers engaging and culturally-relevant curriculum that builds on students' interests and abilities. Student needs, as identified by regular assessment, inform our teaching and guide appropriate and effective intervention services. We offer an enriched learning environment and a comprehensive system of supports to address the needs of the whole child.

Over the past 25 years, the Berkeley Unified School District's ability to provide well-rounded educational resources and opportunities to all students has been significantly boosted by the generous financial support of local taxes that augment the General Fund for specific

purposes.

Berkeley voters have overwhelmingly supported the Berkeley Schools Excellence Program (BSEP), a special local tax first adopted in 1986 and renewed consistently since then, most recently as Measure H in 2024. For more information: https://www.berkeleyschools.net/departments/bsep/

Berkeley voters are as committed to the safety and modernization of school and district facilities as to the students and educational programs they house, most recently evidenced in the renewal of a maintenance special tax and a new facilities bond in 2010.

Berkeley Public schools have among the lowest class sizes in the state. While many school districts have exceeded 20 students in kindergarten through third grade, thanks to the BSEP tax measure Berkeley has maintained 20:1 since 1984. Grades 4 and 5 classrooms have average student-teacher ratios of 26-1, again much lower than the state average.

All Berkeley elementary schools have fewer students than the state average of 525 students — in fact the Berkeley average is 375. The average student-teacher ratio in academic classrooms in the middle school is less than 28:1, and many math classes are 20:1. The average student-teacher ratio in academic classrooms in the high schools is 28:1.

Because the Berkeley community recognizes that public education is the cornerstone of a productive, creative, and healthy society, all of our schools benefit from the generosity of monetary and in-kind donations. Visit our website to find out more about the generosity and commitment of our supporters and how the many different funding and volunteer organizations enhance each child's education in the Berkeley Public Schools.

Reflections: Annual Performance

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

California's public school accountability system is designed to reinforce the expectation that everyone can improve while also ensuring additional support is provided to school districts that are struggling. BUSD was identified for Differentiated Assistance (DA) on the 2024 California Dashboard for two student groups: Homeless Students and Students with Disabilities. On the 2025 Dashboard, both student groups demonstrated sufficient progress and were no longer newly identified for DA. However, because Differentiated Assistance operates within a two-year identification cycle, the district technically remains in DA status. As a result, the district has the opportunity to approach this work in a more responsive and supportive manner, rather than through a rigid compliance-driven process. Current efforts are focused on collaborating with district departments and school leaders to determine where additional support, partnership, or technical assistance may be most beneficial. In some areas, targeted support structures may help strengthen existing systems and practices, while in others, current processes are already well established and may not require additional intervention. This approach allows the district to prioritize meaningful, needs-based support that aligns with site and departmental priorities while continuing to strengthen outcomes for students and focal groups.

Based on a review of the 2025 California School Dashboard and local assessment data, Berkeley Unified School District (BUSD) demonstrated strong overall performance, with several state indicators in the "Blue" performance level, indicating maintenance or

improvement across key areas. This includes English Language Arts (+52.1 points above standard, +13.5pts), Mathematics (+34.3 points above standard, +18.5pts), Graduation Rate (94.8%, maintained), Suspension Rate (1.5%, declined 0.3%), and English Learner Progress (56.7%, maintained).

Successes: BUSD had no student groups performing in the “Red” level for English Language Arts. Several student groups demonstrated particularly strong performance, with Hispanic, Filipino, Asian, Two or More Races, and White students achieving in the “Blue” performance band in ELA. In Mathematics, BUSD continued to exceed standards by significant margins across multiple student groups. Notably, African American students improved from “Red” in 2024–25 to “Yellow” in 2025–26 in both ELA and Mathematics, reflecting meaningful academic growth and progress toward greater equity in student outcomes. Hispanic students also demonstrated significant improvement in Mathematics, moving from “Orange” to “Green.”

Graduation Rates remained high across the district, with multiple student groups—including African American, Asian, Long-Term English Learners, Two or More Races, and White students—performing in the “Blue” band. Additionally, no student groups were identified in the “Red” performance level for Graduation Rate, indicating strong overall student outcomes and continued progress toward district equity goals.

College/Career Readiness outcomes also reflected continued improvement. Overall, 73% of high school graduates were identified in the “Prepared” level on the College/Career Indicator, representing an increase of 3.6 percentage points from the previous year. Furthermore, no student groups were identified in the “Red” performance level, demonstrating broad access to college and career readiness opportunities and positive postsecondary preparation outcomes across student groups.
Additionally, all local indicators, including Access to a Broad Course of Study, Parent and Family Engagement, Implementation of Academic Standards, and the Local Climate Survey, received a performance rating of "Standard Met", reflecting effective implementation and engagement practices.

Challenges: Despite districtwide gains across multiple indicators, significant equity gaps persist for several student groups. In both English Language Arts and Mathematics, Homeless students, Long-Term English Learners, and Students with Disabilities remained in the “Orange” performance band and continued to score well below standard. Although some improvement was demonstrated, these student groups continue to experience substantial disparities in academic achievement. For example, Homeless students scored 102.5 points below standard in ELA, despite a gain of 15.5 points, and 124.3 points below standard in Mathematics, with a gain of 26.3 points. These outcomes indicate that while growth is occurring, achievement gaps remain significant and require sustained targeted intervention and support.

Chronic Absenteeism also continues to be an area of concern. Districtwide, 11.7% of BUSD students were chronically absent, reflecting a slight improvement of 0.7 percentage points. However, several student groups remain disproportionately impacted, including African American students, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities. African American students experienced particularly high rates of chronic absenteeism, with 27.7% chronically absent, representing an increase of 3.9 percentage points from the previous year. Additionally, 22.6% of Socioeconomically Disadvantaged students were chronically absent, highlighting ongoing barriers to consistent school attendance and engagement.

College and Career Readiness data also reflected persistent disparities among student groups. While overall district outcomes improved, only 28.8% of English Learners met the “Prepared” level on the College/Career Indicator, representing a decline of 5.1 percentage points from the prior year. Students with Disabilities also remained significantly underrepresented, with only 29.3% identified as “Prepared,” a rate

that remained unchanged from the previous year. These outcomes underscore the continued need for targeted academic, counseling, and postsecondary readiness supports to ensure equitable access to college and career pathways for all students.

Response & Alignment with LCAP: These Dashboard-identified needs informed the development of new or revised goals and actions in the 2026–27 LCAP. Notably, BUSD is:

- Prioritizing increased supports for Homeless, African American, Long-Term English Learners, and Students with Disabilities, including expanded multi-tiered systems of support, tailored interventions in literacy, numeracy, and social-emotional supports in including systematic screening, assessment, and progress monitoring.
- Expanding culturally relevant curriculum and instructional materials, as reflected in actions aligned with educational partner feedback.
- Implementing targeted attendance interventions and wraparound supports designed to reduce chronic absenteeism among high-need student groups.
- Continuing technical assistance and monitoring, particularly where College/Career readiness and academic recovery efforts are underperforming.

In the 2024-2027 LCAP the State of California added new Ed Code requiring actions for the lowest-performing student groups and schools as an opportunity to develop a more refined, equity-based LCAP. The list below details all of the groups by district and school where additional attention is required through targeted actions to support these groups.

BUSD is required to add specific actions in the 2024 LCAP to address the following indicators at the district, school, or student group level based on the 2023 CA School Dashboard results:

Required Action	School	Student Group	Indicator
LEA-wide Lowest Performance	District	African American	ELA
LEA-wide Lowest Performance	District	English Learner	Chronic Absenteeism
LEA-wide Lowest Performance	District	Foster Youth	Suspension
LEA-wide Lowest Performance	District	Hispanic	Chronic Absenteeism
LEA-wide Lowest Performance	District	Socioeconomically Disadvantaged	Chronic Absenteeism
LEA-wide Lowest Performance	District	Students with Disabilities	Chronic Absenteeism
LEA-wide Lowest Performance	District	Two Or More Races	Chronic Absenteeism
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	African American	Chronic Absenteeism
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	Hispanic	Chronic Absenteeism
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	Socioeconomically Disadvantaged	Chronic Absenteeism
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	Students with Disabilities	Chronic Absenteeism
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	White	Chronic Absenteeism
School Student Group Lowest Performance	Berkeley High	African American	ELA
School Student Group Lowest Performance	Berkeley High	English Learner	ELA
School Student Group Lowest Performance	Berkeley High	English Learner	ELPI

School Student Group Lowest Performance Berkeley High English Learner Math
School Student Group Lowest Performance Berkeley High Hispanic ELA
School Student Group Lowest Performance Berkeley High Socioeconomically Disadvantaged ELA
School Student Group Lowest Performance Berkeley High Socioeconomically Disadvantaged Math
School Student Group Lowest Performance Berkeley High Students with Disabilities ELA
School Student Group Lowest Performance Berkeley High Students with Disabilities Math
School Student Group Lowest Performance Cragmont Elementary Socioeconomically Disadvantaged Chronic Absenteeism
School Student Group Lowest Performance Cragmont Elementary Students with Disabilities Chronic Absenteeism
School Student Group Lowest Performance Emerson Elementary Hispanic Chronic Absenteeism
School Student Group Lowest Performance Longfellow Arts & Technology Middle African American Chronic Absenteeism
School Student Group Lowest Performance Longfellow Arts & Technology Middle African American Math
School Student Group Lowest Performance Longfellow Arts & Technology Middle Hispanic Chronic Absenteeism
School Student Group Lowest Performance Longfellow Arts & Technology Middle Socioeconomically Disadvantaged Chronic Absenteeism
School Student Group Lowest Performance Longfellow Arts & Technology Middle Students with Disabilities Chronic Absenteeism
School Student Group Lowest Performance Longfellow Arts & Technology Middle Students with Disabilities Suspension
School Student Group Lowest Performance Longfellow Arts & Technology Middle Two Or More Races Chronic Absenteeism
School Student Group Lowest Performance Malcolm X Elementary Students with Disabilities ELA
School Student Group Lowest Performance Malcolm X Elementary Students with Disabilities Math
School Student Group Lowest Performance Martin Luther King Middle English Learner ELPI
School Student Group Lowest Performance Oxford Elementary at West Campus Students with Disabilities Chronic Absenteeism
School Student Group Lowest Performance Sylvia Mendez Elementary English Learner Chronic Absenteeism
School Student Group Lowest Performance Sylvia Mendez Elementary Students with Disabilities Chronic Absenteeism
School Student Group Lowest Performance Thousand Oaks Elementary English Learner Chronic Absenteeism
School Student Group Lowest Performance Thousand Oaks Elementary Hispanic Chronic Absenteeism
School Student Group Lowest Performance Thousand Oaks Elementary Socioeconomically Disadvantaged Chronic Absenteeism
School Student Group Lowest Performance Thousand Oaks Elementary Students with Disabilities Chronic Absenteeism
School Student Group Lowest Performance Thousand Oaks Elementary Students with Disabilities Suspension
School Student Group Lowest Performance Thousand Oaks Elementary Two Or More Races Chronic Absenteeism
School Student Group Lowest Performance Washington Elementary African American Chronic Absenteeism
School Student Group Lowest Performance Washington Elementary Hispanic Chronic Absenteeism
School Student Group Lowest Performance Washington Elementary Socioeconomically Disadvantaged Chronic Absenteeism
School Student Group Lowest Performance Washington Elementary Socioeconomically Disadvantaged ELA
School Student Group Lowest Performance Washington Elementary Students with Disabilities Suspension
School Student Group Lowest Performance Washington Elementary Two Or More Races Chronic Absenteeism
School Student Group Lowest Performance Washington Elementary White Chronic Absenteeism
School Student Group Lowest Performance Willard Middle African American Suspension
School Student Group Lowest Performance Willard Middle Socioeconomically Disadvantaged Chronic Absenteeism
School-wide Lowest Performance Berkeley Arts Magnet at Whittier All Students Chronic Absenteeism
School-wide Lowest Performance Berkeley Tech Academy (Equity Multiplier) All Students CCI
School-wide Lowest Performance Cragmont Elementary All Students Chronic Absenteeism

School-wide Lowest Performance Longfellow Arts and Technology Middle All Students Chronic Absenteeism
School-wide Lowest Performance Thousand Oaks Elementary All Students Chronic Absenteeism
School-wide Lowest Performance Washington Elementary All Students Chronic Absenteeism

BUSD has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the 2026-27 school year. In alignment with Education Code Section 32526(d), Berkeley Unified conducted a comprehensive needs assessment to identify students and schools in greatest need of learning recovery supports funded by the Learning Recovery Emergency Block Grant (LREBG). The analysis included a review of Dashboard indicators for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, specifically examining schools and student groups performing at "Low" or "Very Low" levels.

For ELA and Mathematics, the district examined statewide assessment data and local benchmark performance to identify students in the lowest performance bands. Additionally, chronic absenteeism was analyzed both by site and by subgroup, with particular attention to students experiencing high rates of unexcused absences. The findings were triangulated with local metrics and qualitative data sources to identify learning gaps and inform targeted interventions.

The resulting priorities have shaped the selection of evidence-based actions funded through LREBG in 2026–27. Progress will be monitored using established metrics already included in the Goals and Actions section. LREBG funded actions may be found in the following actions:
3.2: to support College and Career Readiness for Latinx students funding a Puente Counselor
3.6 to address social emotional and mental health through funding for mental health contracts to serve students at elementary schools
3.10 to support focal student groups with intervention counselors at Berkeley High School (original 1.0 + 2.5 from LCAP)
4.1 to support and engage focal families with assistance fromOFFE liaison to build relational trust

Reflections: Technical Assistance

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

In 2022-23, BUSD qualified for DA based on the 2022 Dashboard results of two student groups: Homeless students (qualified based on the Academic indicator, Chronic Absenteeism Rate indicator, and Suspension Rate indicator) and Students with Disabilities (qualified based on the Academic indicator and Chronic Absenteeism Rate indicator).

BUSD was identified for Differentiated Assistance (DA) on the 2024 California Dashboard for the same two student groups: Homeless Students and Students with Disabilities. On the 2025 Dashboard, both student groups demonstrated sufficient progress and were no longer newly identified for DA. However, because Differentiated Assistance operates within a two-year identification cycle, the district technically remains in DA status. As a result, the district has the opportunity to approach this work in a more responsive and supportive manner, rather than through a rigid compliance-driven process. Current efforts are focused on collaborating with district departments and school leaders to determine where additional support, partnership, or technical assistance may be most beneficial. In some areas, targeted support structures may help strengthen existing systems and practices, while in others, current processes are already well established and may not require

additional intervention. This approach allows the district to prioritize meaningful, needs-based support that aligns with site and departmental priorities while continuing to strengthen outcomes for students and focal groups. The following LCAP actions address the performance and progress of these student groups:

Students Experiencing Homelessness Academics:
Action 3.3 – Intervention Services for Students Experiencing Homelessness
Description: Case management, counseling, emergency food/housing referrals, school supplies, transportation, and family-school connections.

Students Experiencing Homelessness Chronic Absenteeism:
Action 3.12 – Improving Student Attendance
Description: Attendance interventions including incentives, transportation, early warning systems, and PD for staff.

Students Experiencing Homelessness College/Career Indicator:
Action 1.12 – Bridge Program at Berkeley High School
Description: Academic and mentoring support targeting underrepresented students, including Homeless youth.

Action 3.11 – LEAP Class at BHS
Description: Academic support class with college and career readiness curriculum for at-risk students.

Students with Disabilities Academics:
Action 2.3 – Special Day Class
Description: Specialized instruction in functional academic, social/adaptive, and communication skills.

Action 2.12 – Orton-Gillingham and Wilson Reading Supports
Description: Literacy training for staff including Special Ed case managers and interventionists.

Action 1.4 – TK–8 Literacy Coaches
Description: Coaches provide targeted literacy intervention for students including those with disabilities, as well as coaching for staff.

Students with Disabilities Attendance:
Action 3.12 – Improving Student Attendance
Description: Targets multiple student groups including Students with Disabilities at many schools (e.g., Cragmont, Thousand Oaks, Washington)

Students with Disabilities College/Career Indicator:
Action 3.10 – Intervention counselors (BHS)

Description: Academic, social-emotional, and college/career readiness supports.

Berkeley Unified School District (BUSD) has continued to build on the systems, partnerships, and instructional supports established through prior Differentiated Assistance (DA) work with the Alameda County Office of Education (ACOE). Through earlier collaboration with ACOE's Regional Assessment and Accountability Program (RAAP) team, the district strengthened its use of data analysis, progress monitoring, and cross-department collaboration to better support Homeless Students and Students with Disabilities. These efforts included the development of consistent data review meetings, and targeted strategies at both the district and school-site levels. In parallel, the Learning Communities for School Success Program (LCSSP) grant provided additional resources to address chronic absenteeism and improve student engagement, particularly at identified Vision Schools connected to the district's Comprehensive Coordinated Early Intervening Services (CCEIS) plan.

BUSD also invested heavily in literacy improvement efforts aligned to the district's Literacy Action Plan. Through Differentiated Assistance and transitional DA funding, the district expanded professional learning in the science of reading, including Orton-Gillingham training for literacy specialists, RTI teachers, and Special Education staff, as well as coaching support. These efforts were designed to strengthen foundational literacy instruction and address persistent achievement gaps in English Language Arts for focal student groups.
Although BUSD was identified again for Differentiated Assistance on the 2024 California Dashboard for Homeless Students and Students with Disabilities, the district demonstrated meaningful progress by the 2025 Dashboard. Both student groups improved sufficiently and were no longer newly identified for DA. Because Differentiated Assistance operates on a two-year identification cycle, the district technically remains in DA status; however, the current context is notably different from prior years. Rather than approaching DA primarily as a compliance process, BUSD is now positioned to engage in a more responsive, collaborative, and improvement-oriented model of support.

Current efforts focus on partnering with district departments and school leaders to determine where additional technical assistance, coaching, or targeted support may strengthen existing systems and practices. In some areas, additional structures and supports may help accelerate progress for focal student groups, while in other areas, established systems are functioning effectively and may require continued monitoring rather than intervention. This more differentiated and needs-based approach allows the district to align support with school and departmental priorities while continuing to strengthen outcomes, access, and opportunity for students and focal groups across the system.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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 Annual Survey	Berkeley Unified School District (BUSD) implemented a broad and inclusive educational partner engagement process in developing its 2026 LCAP. The process included multilingual online surveys and structured input sessions across schools and community organizations. The survey reached 2,902 participants, with representation from students (2,334), parents (295), teachers (248), school staff (320), community members (21), English learners (300), and students receiving special education services (266). Respondents reflected the district's diversity, including substantial input from African American (415), Asian (581), Hispanic/Latinx (488), Multiple Races (844), Filipino (114), and White (1,795) communities, among others. Input was collected across all major school sites, with the highest engagement from Berkeley High School, Martin Luther King Middle School, & Longfellow Middle School. Summary of Feedback from Educational Partners BUSD continues to build on a strong foundation of academic, behavioral, and community-based supports that were consistently highlighted by families, staff, and educational partners through survey feedback and engagement opportunities. Respondents identified the district's broad curriculum and support programs—including literacy initiatives, intervention structures, AVID, Puente, CCC, and Career Technical Education (CTE) pathways—as important strengths that provide students with multiple opportunities for engagement and success. Families and staff also frequently recognized the dedication

Educational Partner(s)	Process for Engagement
	of teachers, counselors, intervention staff, and school teams who demonstrate deep care and commitment to student learning and well-being. Educational partners highlighted the district's continued implementation of Positive Behavioral Interventions and Supports (PBIS) and restorative justice practices as important components of creating supportive learning environments, improving school climate, and strengthening relationships among students, staff, and families. Respondents also noted the district's ongoing focus on equity initiatives, including the African American Success Framework (AASF), ethnic studies, culturally responsive teaching practices, and affinity-based programming designed to address inequitable outcomes and affirm student identities and experiences. Families and staff further emphasized the importance of the district's Multi-Tiered System of Supports (MTSS), including intervention systems, RTI structures, universal screening, progress monitoring, and data-informed practices that help identify and respond to student needs. Many respondents also described BUSD as a diverse, welcoming, and inclusive district where bilingual communication, family engagement efforts, and culturally responsive practices help families feel connected and valued. Educational partners consistently highlighted the strength of relationships across the district. Families praised educators, counselors, case managers, and school staff who communicate effectively, build trust, and create supportive classroom environments. Respondents also valued the many opportunities for engagement and connection across schools, including open houses, performances, conferences, equity nights, PTA events, and community gatherings. Finally, families and staff identified community partnerships and the work of the Office of Family Engagement and Equity (OFEE) as key strengths that enhance student and family support. Partnerships with community organizations, local programs, internships, and institutions such as University of California, Berkeley were recognized as

Educational Partner(s)	Process for Engagement
	meaningful contributors to student opportunity, connection, and belonging across the district. However, families, staff, and educational partners identified several ongoing challenges that continue to impact equitable student outcomes and access to engaged learning across the district. Respondents frequently raised concerns about large class sizes, limited teacher planning time, and staffing shortages that affect the ability to provide timely intervention, counseling, mental health services, and individualized student support. Many educational partners also noted that while intervention systems, PBIS, restorative justice practices, and inclusion structures are in place, implementation remains inconsistent across schools and classrooms, particularly at the secondary level, resulting in uneven student experiences and access to support. Educational partners further expressed concerns regarding inconsistent academic expectations, grading practices, and rigor across classrooms, particularly in mathematics, science, and high school courses. Respondents also highlighted persistent achievement disparities among focal student groups, emphasizing the need for continued attention to equitable access, instructional support, and culturally responsive practices. School climate and student safety also emerged as areas of concern. Families and staff described inconsistent responses to bullying, harassment, disruptive behavior, attendance concerns, and student discipline, with some students reporting feelings of exclusion or marginalization. Respondents called for stronger implementation of restorative and inclusive practices, as well as additional staff training and support related to mental health, behavior intervention, and culturally responsive engagement. Finally, educational partners noted that family engagement and communication are not experienced consistently across the district. Families identified challenges related to language access, transportation, time, and familiarity with school systems that can limit participation for underrepresented communities. Communication was

Educational Partner(s)	Process for Engagement
	described as uneven across schools, particularly at the secondary level, and many respondents emphasized the need for additional staffing, Office of Family Engagement and Equity (OFEE) support, and protected time for educators and site leaders to build authentic and sustained partnerships with families. Influence on the LCAP Educational partner input directly informed the development of the 2026 LCAP goals, metrics, actions, and resource priorities. Feedback reinforced the importance of maintaining strong academic programs, intervention systems, culturally responsive practices, and community partnerships, while also identifying the need for greater consistency in implementation across schools and classrooms. As a result, the 2026 LCAP prioritizes strengthening Multi-Tiered System of Supports (MTSS), expanding academic and behavioral interventions, improving consistency in PBIS and restorative practices, and increasing access to mental health, counseling, and inclusion supports for focal student groups. Educational partner feedback also informed actions focused on strengthening communication and authentic family engagement, particularly at the secondary level and among historically underrepresented communities. Additional priorities include expanding culturally responsive and inclusive practices, strengthening school climate and student safety systems, supporting staff professional learning, and continuing investments in bilingual communication, family engagement infrastructure, and community partnerships. These actions reflect BUSD's ongoing commitment to using educational partner input and local data to co-construct equitable, inclusive, and supportive learning environments for all students.
Board	Board presentations and Board work began in the fall with presentations in the fall and continued throughout the year where Directors were given opportunities to share feedback on proposals for the LCAP with the new BUSD Strategic Plan at the February 18, 2026 LCAP Mid Year Update. Additional Board meetings provided further

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	opportunities to review data, discuss actions and budgets, and identify student needs include: 25-26 Board Meetings This is a list of all meetings during the school year because the Directors received information and had discussions about budgets, programs, and student data throughout the year. August 6, 2025 August 20, 2025 September 17, 2025 October 1, 2025 October 15, 2025 November 5, 2025 November 19, 2025 November 22, 2025 December 10, 2025 January 7, 2026 January 21, 2026 February 4, 2026 February 18, 2026 March 4, 2026 March 18, 2026 April 8, 2026 April 15, 2026 April 29, 2026 May 6, 2026 May 20, 2026 May 27, 2026 June 3, 2026 - Public Hearing for LCAP and Budget June 10, 2026 - Approval of LCAP and Budget
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC), established under California Education Code sections 52602(a) and 52603, functions similarly to the BSEP Program & Oversight Committee. Its core responsibilities are to consult with the Superintendent or designee during the development of the Local Control and Accountability Plan (LCAP), review and comment on the draft LCAP, monitor its implementation, and understand the impact of specific actions and services.

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	Additionally, the PAC is charged with assessing whether the draft LCAP meets the requirement of increasing or improving services for unduplicated students and must provide justification if it determines the requirement is unmet. The PAC may also offer feedback on LCAP content and community engagement processes. PAC membership includes parent and guardian representatives from each school level—elementary, middle, high school, early childhood education—as well as the Berkeley Technology Academy, the Independent Study Program, Superintendent appointees, and one student representative. The committee must maintain a majority of parent/guardian members, including minimum representation of English learner families and those eligible for free/reduced lunch. Members serve up to three-year terms and may not exceed three consecutive terms. Alternate representatives may be appointed by site principals, and vacancies are filled by the Superintendent. The School Board may also assign up to two non-member liaisons to attend meetings. A quorum is defined as fifty percent plus one of the voting members, and officers—including either a Chair and Vice Chair or two Co-Chairs—are elected annually with no term limits. Meetings are held at least monthly, beginning with an October orientation that includes a review of bylaws and Board Policy 0460. The final meeting in May reviews the need for amendments. Meetings follow Roberts Rules of Order and the Greene Act for public transparency. PAC chairs, in collaboration with district staff, manage meeting agendas, schedule changes, and general facilitation, with staff responsible for record-keeping, including attendance, minutes, and dissemination of documents. The PAC communicates with the School Board by including its liaison in all relevant correspondence and presenting recommendations through the Board's formal agenda process. Only authorized representatives may speak on behalf of the PAC. Any proposed amendments to the bylaws must be approved by the Berkeley School Board. The bylaws also outline procedures for resolving conflicts of interest, complaints, or impasses, with final decisions resting with the

Educational Partner(s)	Process for Engagement
	Superintendent. Subcommittees may be formed as needed but must not constitute a quorum. District staff are tasked with providing technical and administrative support and maintaining regular communication with the PAC on LCAP-related matters. 25-26 PAC Meetings: October 9, 2025 November 13, 2025 December 11, 2025 January 15, 2026 February 5, 2026 February 19, 2026 March 5, 2026 March 19, 2026 April 9, 2026 April 23, 2026 May 14, 2026 PAC educational partners consistently recommended that the district protect and sustain programs and staff that have demonstrated strong impact for focal student groups, particularly in the areas of academic intervention, multilingual learner supports, mental health, family engagement, and college and career readiness. Families and staff emphasized the importance of maintaining investments in RTI, ELD, literacy coaching, McKinney-Vento services, restorative justice, OFEE, Bridge, Puente, AVID XL, CTE, and counseling supports, while also expanding access to interventions, tutoring, foundational math support, and inclusive practices for students below grade level, multilingual learners, students with disabilities, and historically underserved student groups. Educational partners also called for stronger alignment and consistency across schools in curriculum implementation, grading practices, PBIS, SEL, restorative practices, and MTSS systems to ensure students and families experience equitable support regardless of school site. Families and staff further recommended strengthening authentic family engagement, communication, and school-to-home partnerships across the district. Respondents emphasized the need for more

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	multilingual family-facing resources, increased opportunities for family learning around literacy and mathematics, and stronger outreach to underrepresented communities. Educational partners also highlighted the importance of expanding culturally responsive practices, improving school climate and student safety, increasing mental health and behavioral supports, and strengthening data systems to better monitor student outcomes and program impact. Across nearly all areas, respondents emphasized that long-term sustainability, protected staffing, and meaningful collaboration with educators, families, and community partners are essential to maintaining and deepening progress toward equitable outcomes for all students.
DELAC	In 2025-26 DELAC recommendations emphasized the importance of maintaining and strengthening supports for multilingual learners across all grade levels, particularly through sustained investment in ELD staffing, integrated ELD instruction, and targeted support for Long-Term English Learners (LTELs). Committee members consistently highlighted that ELD Coordinators and ELD Teachers on Special Assignment are essential to ensuring multilingual learners receive both designated and integrated language support, regardless of fluctuations in enrollment or budget pressures. Recommendations also emphasized the need to continue expanding teacher training across content areas, strengthen culturally responsive expanded learning opportunities, and ensure multilingual learners have equitable access to academic pathways and enrichment programs, including AVID and summer or after-school programming. DELAC members also strongly emphasized the importance of family engagement, multilingual communication, and equitable access to information for families who are new to the country or speak less commonly represented languages. Recommendations included maintaining and strengthening family engagement staffing and expanding translation and interpretation supports for district communications, ELAC meetings, and DELAC meetings through tools such as Wordly. Educational partners further highlighted the importance of continuing to center multilingual learner voices and

Educational Partner(s)	Process for Engagement
	experiences in district decision-making, while ensuring that budgeting decisions align with the district's stated commitments to equity, inclusion, and support for multilingual learners and their families. 24-25 DELAC Meetings: October 9, 2025 November 13, 2025 December 11, 2025 February 19, 2026 March 19, 2026 March 26, 2026 May 14, 2026 This year, DELAC shared feedback about LCAP actions and recommended the district maintain all actions supporting English Learners including (1.1, 1.16, 2.4, 2.5, 2.6, 2.9, 3.2, 4.3, and 4.5). DELAC members asked district leaders how the district would ensure accountability that the Integrated ELD program is being implemented. Additional feedback came from middle school parents expressing support for AVID Excel. BHS parents asked how AVID might be folded into Puente and also asked for more information about action 2.9: Culturally responsive expanding learning opportunities. Finally, parents asked how translation services might be provided in more languages.
Teachers	Teachers (248 responses) highlight strong student-centered relationships and caring school communities, with the overwhelming majority agreeing that adults at school care deeply about students. Teachers also affirmed BUSD's ongoing commitment to inclusion and culturally responsive practices, with many respondents describing schools as welcoming environments for students from diverse backgrounds. Responses further reflected positive perceptions of physical safety and school belonging, indicating that many educators see strong foundations for supportive and inclusive school climates across the district. At the same time, teachers identified several ongoing areas for growth. Concerns centered on emotional safety, bullying, inconsistent implementation of behavioral and academic support systems, and

Educational Partner(s)	Process for Engagement
	uneven student motivation and connectedness to school. Respondents also emphasized the need for stronger alignment and consistency across sites in areas such as PBIS, restorative practices, grading, and instructional expectations. Many teachers called for additional professional development, collaboration time, and coordinated support structures to strengthen culturally responsive teaching, student engagement, and equitable outcomes across classrooms and schools.
Families	With 295 survey responses, parents and guardians highlighted continued appreciation for BUSD's efforts to foster caring, inclusive, and culturally responsive school communities. Nearly three-quarters of respondents agreed that adults at school care about students, and a strong majority described schools as inclusive environments for people from diverse backgrounds. Families also reported positive perceptions of staff cultural responsiveness, student physical safety, and student connectedness to school, reflecting ongoing progress in creating welcoming and supportive school climates across the district. At the same time, parents and guardians identified several areas for continued growth. Concerns remained regarding bullying, emotional safety, and student academic motivation, with many respondents selecting neutral responses in these areas, suggesting uncertainty or uneven experiences across school sites. Families also continued to emphasize the importance of stronger communication, authentic family-school partnerships, and more consistent implementation of supportive practices across schools, particularly for historically underserved communities. Responses suggest that while families recognize meaningful progress in inclusion and belonging, there remains a need to deepen trust, responsiveness, and engagement efforts to ensure all students and families feel consistently supported and connected.
Students	Students provided the largest volume of responses (2, 324 survey respondents) and offered a broad view of school experiences across the district.Many students reported positive perceptions of inclusion and relationships with adults at school, with over 60% agreeing that their schools are inclusive environments for people from diverse backgrounds and nearly half agreeing that adults at school care about

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	students. Students also reported moderately positive perceptions of physical safety and staff cultural responsiveness, reflecting continued efforts to foster welcoming and supportive school communities. At the same time, student responses highlighted several ongoing concerns related to emotional safety, bullying, connectedness, and academic motivation. Fewer than one in five students agreed that bullying is not an issue at school or that students are emotionally safe, academically motivated, or strongly connected to school, while many students selected neutral responses in these areas. The data suggests that although many students recognize efforts toward inclusion and support, significant numbers continue to experience uncertainty or disconnection within school environments. Responses reinforce the importance of continuing to strengthen school climate systems, restorative and preventative practices, student engagement efforts, mental health supports, and culturally responsive approaches to ensure all students feel safe, connected, and supported at school.
Community	Although a smaller group (21 survey respondents), community partners—including local organizations and volunteers— their feedback provided important insight into school climate, inclusion, and student support systems across the district. Community partners expressed particularly strong perceptions of caring relationships and inclusive environments, with the vast majority agreeing that adults at school care about students and that schools foster inclusive and culturally responsive environments for people from diverse backgrounds. Respondents also reported generally positive perceptions of student physical safety and emotional safety, reflecting recognition of the district's ongoing efforts to create supportive and welcoming school communities. At the same time, community partners identified several areas where continued growth and collaboration are needed. Responses reflected ongoing concerns related to bullying, student connectedness, and academic motivation, with many respondents selecting neutral responses in these areas. Community partners also emphasized the importance of strengthening partnerships between schools and community-based organizations, improving coordination of supports

Educational Partner(s)	Process for Engagement
	for students and families, and continuing to address equity issues related to school climate, student engagement, and access to academic and behavioral supports. Overall, responses suggest strong confidence in the district's commitment to inclusion and care, alongside a continued need for deeper systems of support and collaboration to ensure all students feel connected, safe, and successful.
Local Bargaining Units	Monthly meetings between bargaining unit leaders, Superintendent, and Associate Superintendent.
List of Engagement Meetings where members of different groups could participate in listening, sharing, and engaging on the 2024-2027 LCAP planning process:	Public Engagement Sessions including various advisory groups included here: PAC DELAC EAC Mid-Year LCAP presentation shared with the Board on February 18, 2026 with additional LCAP update specifically on Goal 2 on May 6, 2026.
Superintendent's Budget Advisory Committee (SBAC)	Since 2008-09, the Superintendent's Budget Advisory Committee (SBAC) has had the responsibility for proposing budget recommendations to the Superintendent, particularly in times of reductions in state education funding or when revenue does not meet projections and budget cuts are needed. The SBAC starts with the staff recommendation for the budget, created by department heads as a starting point for its deliberations. The SBAC is free to recommend changes to the budget, keeping in mind the necessity to pass a balanced budget. The Superintendent's Budget Advisory Committee consists of 17 voting members, with the idea of providing the Superintendent a body of interested parties with a variety of viewpoints. Community representatives serve two-year terms after being appointed, and representatives of the bargaining units also have a significant history in the committee or in the district.

Educational Partner(s)	Process for Engagement
	Eight of the representatives are BUSD staff, including representatives of all four bargaining units, who are joined by eight community members and a student representative. The Assistant Superintendent of Business Services (CBO) chairs the meetings, which are also attended by the Superintendent, two School Board members and a staff liaison who takes meeting notes. Superintendent's Budget Advisory Committee Meeting Information May 6, 2026 April 29, 2026 April 22, 2026 April 8, 2026 March 18, 2026 March 11, 2026 February 25, 2026 February 18, 2026 January 27, 2026
Special Education Local Plan Area (SELPA) Administrator	The SELPA Administrator and district representative met in April to review the requirements needed to be included in the LCAP. Current actions, dashboard data, and areas of need were discussed. Updates and revisions were included as recommended.
Berkeley Technology Academy School Site Council (Equity Multiplier School site)	The Berkeley Technology Academy School Site Council was consulted throughout the 2025-2026 academic year. Topics that were discussed were budget, programs, School Plan for Student Achievement, Equity Multiplier and required LCAP goal, metrics, and actions.
Staff	Among 320 staff respondents, survey results reflected strong perceptions of care, inclusion, and commitment to students across the district. The vast majority of staff agreed that adults at school care deeply about students, and many respondents also described schools as inclusive environments where staff demonstrate culturally responsive practices. Staff generally reported positive perceptions of student physical safety and school connectedness, reflecting continued efforts to foster welcoming and supportive school communities for students and families.

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	At the same time, staff responses highlighted ongoing concerns related to bullying, emotional safety, and student academic motivation. While many respondents acknowledged positive school climate efforts, fewer staff felt that students are consistently emotionally safe, highly motivated, or fully connected to school. Responses also reflected concerns about the need for stronger systems of support related to mental health, communication, and consistent implementation of behavioral and restorative practices across sites. Overall, staff feedback suggests strong alignment with the district's inclusive and student-centered mission, while also emphasizing the importance of continued investment in school climate, staff collaboration, student wellness, and family engagement supports.
Educator's Advisory Committee	The Educator Advisory Committee (EAC) is one of the district's advisory groups involved in the Local Control and Accountability Plan (LCAP) development process. It is made up of district staff and representatives from union partner groups, including certificated teachers, classified employees, and management staff, who bring professional perspectives on teaching and learning to the planning table. The EAC works alongside other educational partner committees, such as the Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC), to review data, discuss district goals, and consult on how resources and programs can best support students. The EAC provides feedback and recommendations that help inform both the LCAP and related budgeting decisions, ensuring that educator insights are part of how the district sets priorities and allocates funds. February 12, 2026 February 26, 2026 March 12, 2026 March 26, 2026 April 9, 2026 April 23, 2026 May 14, 2026

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

The development of the adopted 2026–27 Local Control and Accountability Plan (LCAP) was deeply informed by extensive educational partner engagement conducted throughout the school year. Feedback was gathered through districtwide surveys, Parent Advisory Committee (PAC) meetings, District English Learner Advisory Committee (DELAC) meetings, Joint Advisory Committees, student voice opportunities, presentations from district departments, and ongoing conversations with families, students, staff, and community partners. Educational partner input directly shaped the district's goals, metrics, actions, and priorities, ensuring that the LCAP reflects both community strengths and areas requiring continued growth.

Educational partners consistently identified strong appreciation for BUSD's dedicated educators, inclusive school environments, culturally responsive practices, and broad academic and intervention programs. Respondents highlighted programs such as AVID XL, Puente, Bridge, Career Technical Education (CTE), RTI, ELD supports, Restorative Justice, OFEE, McKinney-Vento services, and literacy initiatives as important strengths supporting student success, belonging, and college and career readiness. Survey responses further reflected positive perceptions regarding caring adults, welcoming school environments, multilingual communication practices, and opportunities for family and community engagement.

At the same time, educational partners identified several areas of concern that directly influenced the adopted LCAP. Across engagement opportunities, families, students, staff, and community members emphasized the need for greater consistency in instructional rigor, intervention systems, behavioral expectations, restorative practices, and communication across schools. Respondents expressed concerns regarding emotional safety, bullying, student connectedness, academic motivation, inequitable access to supports, inconsistent implementation of PBIS and MTSS systems, and persistent disparities in outcomes for focal student groups, including African American students, American Indian students, multilingual learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and students experiencing homelessness.

Feedback specifically influenced Goal 1 actions related to academic achievement and instructional quality. Educational partners called for stronger foundational literacy and math supports, more consistent grading and curriculum implementation, expanded tutoring and intervention opportunities, and increased culturally responsive instruction. In response, the adopted LCAP prioritizes instructional coaching, MTSS alignment, targeted intervention systems, foundational math and literacy supports, data-informed instruction, and expanded college and career readiness pathways. Educational partner input also reinforced the importance of sustaining high-impact programs such as Puente, Bridge, AVID XL, and CTE pathways.

Under Goal 2, educational partners emphasized the importance of timely, coordinated, and equitable intervention systems. Families and staff expressed concerns regarding inconsistent implementation of RTI, PBIS, restorative practices, counseling supports, and referral systems across schools. Respondents requested clearer intervention pathways, stronger communication about available supports, earlier academic interventions, and increased staffing capacity for counseling, mental health, RTI, and ELD services. This feedback directly shaped LCAP actions focused on strengthening MTSS systems, improving progress monitoring, expanding counseling and intervention supports, increasing professional development related to culturally responsive interventions, and improving coordination between academic, behavioral, and mental health services.

Feedback regarding school climate, belonging, and wellness strongly shaped Goal 3 priorities within the adopted LCAP. Survey responses revealed that while many respondents viewed schools as inclusive and culturally responsive, fewer students reported feeling emotionally

safe, academically motivated, or connected to school. Significant disparities in connectedness were also identified among focal student groups, particularly African American students, American Indian students, and Students with Disabilities. Educational partners consistently emphasized the need for stronger restorative practices, mental health supports, student voice opportunities, affinity spaces, anti-bias education, and culturally responsive school climates. In response, the adopted LCAP prioritizes restorative justice expansion, counseling and wellness supports, SEL and PBIS implementation, culturally responsive professional development, and strategies designed to strengthen student belonging, safety, and engagement.

Educational partner feedback also strongly influenced Goal 4 actions related to family engagement and authentic partnership. Families and community members highlighted the importance of OFEE, multilingual communication, family equity nights, and trusted school-based relationships, while also identifying barriers related to inconsistent communication, language access, limited outreach to underrepresented families, and uneven engagement opportunities across schools. Families requested stronger communication systems, increased transparency in decision-making, expanded translation services, and greater opportunities for authentic participation in district and school processes. As a result, the adopted LCAP includes actions focused on strengthening OFEE capacity, improving multilingual communication and translation access, expanding family engagement staffing, deepening community partnerships, and creating more inclusive opportunities for family voice and participation.

Recommendations from PAC and DELAC further informed the adopted LCAP. PAC emphasized protecting high-impact student-centered staffing and stabilizing funding for programs serving focal students, including RTI, ELD, OFEE, McKinney-Vento, Restorative Justice, Bridge, Puente, and AVID XL. PAC also stressed the importance of disaggregated data systems, stronger home-to-school literacy and math connections, and consistent implementation of SEL, PBIS, and restorative practices districtwide. DELAC recommendations reinforced the need to maintain ELD staffing, strengthen Integrated ELD practices, support Long-Term English Learners, expand multilingual family engagement, and improve translation and interpretation access for families speaking multiple languages.

Throughout the engagement process, educational partners consistently emphasized the importance of equity-centered decision-making grounded in disaggregated data and authentic community voice. The adopted LCAP reflects these priorities through targeted supports for focal student groups, Equity Multiplier investments, expanded intervention and wellness systems, culturally responsive practices, and strengthened family and community partnerships. Overall, the LCAP demonstrates BUSD’s commitment to using educational partner feedback to guide continuous improvement, address disparities, and co-construct learning environments where all students feel safe, connected, supported, and prepared for success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Berkeley began the engagement process by reviewing five years worth of engagement and feedback and then used that information to develop a series of listening sessions that began early in 2024 where BUSD staff met with staff, families and community members in open forum meetings to let them reflect on the previous feedback, share new feedback, and clarify important trends about what is working well and what needs to be improved within 7 thematic areas. That work informed the development of the 2024 LCAP survey where educational partners were asked to share feedback about the relevancy of the previous LCAP goals. Through that process, it was determined that Goal 1 from the previous LCAP should continue with just minor adjustments to continue the focus on improving student achievement as part of Pillar 1: Academic Excellence & Equitable Outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% Met/Exceeded Standards for All Students - CAASPP ELA (see Appendix for detailed results for multiple student groups)	67.2%	66.9%	70.7%	All students will increase 3% annually (9% over 3 years) to 76.2%. An accelerated target of 5% annually (15%	3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					over 3 years) for focal student groups (see Appendix).	
1.2	% Met/Exceeded Standards for All Students - CAASPP Math (see Appendix for detailed results for multiple student groups)	61.4%	64.7%	66.6%	All students will increase 3% annually (9% over 3 years) to 70.4%. An accelerated target of 5% annually (15% over 3 years) for focal student groups (see Appendix).	5.2
1.3	% K-2 Students At/Above Benchmark - EOY DIBELS Composite (see Appendix for detailed results for multiple student groups)	81%	84.5%	83.6%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	2.6
1.4	% 3-5 Students At/Above Benchmark - EOY Star Reading (see Appendix for detailed results for multiple student groups)	80%	76.7%	76.5%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a	-3.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					baseline proficiency rate below 80% (see Appendix).	
1.5	% 6-8 Students At/Above Benchmark - EOY Star Reading (see Appendix for detailed results for multiple student groups)	73%	77.1%	76.9%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix)	3.9
1.6	% 3-5 Students At/Above Benchmark - EOY Star Math (see Appendix for detailed results for multiple student groups)	78%	62.3%	60.1%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	-17.9
1.7	% 6-8 Students At/Above Benchmark - EOY Star Math (see Appendix for detailed results for multiple student groups)	71%	57.7%	57.1%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years)	-13.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for focal student groups with a baseline proficiency rate below 80% (see Appendix).	
1.8	% of Multilingual Language Learners making progress toward English language proficiency on the ELPAC	52.1%	56.9%	56.7%	All students will make at least a 5% total increase over three years to 57.1%	4.6
1.9	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100%	100%	100%	100%	0, no change
1.10	Programs and services developed and provided to low-income, Multilingual Language Learners and Foster Youth students	100%, Yes	100%, Yes	100%	100%, Yes	0, no change
1.11	Programs and services developed and provided to Students with Disabilities	100%, Yes	100%, Yes	100%	100%, Yes	0, no change
1.12	% of high school students who receive end-of-course grades of D or F (see Appendix for detailed results for multiple student groups)	22.5%	18.6%	16.9%	All students will make at least a 3% annual decrease over each of the three years (9%) to 13.5%. An accelerated target of at least 5% annual decrease	-5.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(15%) is being set for focal student groups (see Appendix).	
1.13	% of students who passed an advanced placement (AP) examination with a score of 3 or higher (see Appendix for detailed results for multiple student groups)	26%	26.2%	27.3%	Increase 3% total over 3 years for all students to 29% and accelerated increase of 5% total over 3 years for focal student groups (see Appendix).	1.3
1.14	% of students meeting a-g requirements (see Appendix for detailed results for multiple student groups)	63.5%	71%	68%	All students will increase 3% annually (9% over 3 years) to 72.5%. An accelerated target of 5% annually (15% over 3 years) for focal student groups (see Appendix).	4.5
1.15	% of students who meet a-g requirements AND complete a CTE pathway (see Appendix for detailed results for multiple student groups)	29.1%	21.6%	34%	All students will increase 3% (total over 3 years) for all students to 32.1%. An accelerated target of 5% (total over 3 years) for focal student groups (see Appendix).	4.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	% of students who graduate and complete a CTE pathway (see Appendix for detailed results for multiple student groups)	36.6%	31.9%	40.4%	All students will make at least a 3% total increase over three years to 39.6%. An accelerated target of at least 5% total increase for focal student groups (see Appendix).	3.8
1.17	State College/Career Indicator - Percent Prepared	62.3%	57.7%	73%	Increase 9% total over 3 years for all students to 71.3% and accelerated increase of 15% total over 3 years for focal student groups (see Appendix).	10.7
1.18	% of students who graduated (4 Year Cohort Grad Rate) (see Appendix for detailed results for multiple student groups)	92.5%	94.9%	94.8%	All students will maintain or attain a graduation rate of at least 95% (see Appendix).	2.3
1.19	% Teacher Mis-assignments	0%	12.2%	3.5%	0%	3.5
1.20	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	1 area insufficient	none	100%	Increase to and maintain 100%	no change
1.21	% Met/Exceeded Standards for All	50.4%	55.5%	59.26%	All students will increase 3%	8.86

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students - CAASPP Science (CAST) (see Appendix for detailed results for multiple student groups)				annually (9% over 3 years) to 59.4%. An accelerated target of 5% annually (15% over 3 years) for focal student groups (see Appendix).	
1.22	Implementation of the academic content and performance standards	100%, Yes	100%, Yes	100%, Yes	100%, Yes	no change

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.

Successful Implementation:
1.7 - Provide responsive, embedded math professional development to increase the implementation of shared instructional practices and improve student learning outcomes in mathematics. All elementary school sites received a common four session PD series focused on the new California Math Framework.

1.5 - Assess students in Kindergarten through 11th grade using a valid and reliable Literacy Universal Screener to measure the acquisition of early literacy skills and to identify early reading difficulties. Use MTSS Data Platform to enter, analyze, and determine next steps based on assessment data. We are consistently using a valid literacy universal screener for grades K–8 to identify reading difficulties early. By leveraging our MTSS data platform to analyze these results, we are successfully turning assessment data into clear, actionable next steps for student intervention. All elementary school sites received a common set of professional learning opportunities around BUSD's diagnostic plan which implemented a focal student approach to screening and provide CORE diagnostics to identify the point of student's unfinished learning. Moving into the 26/27 school year, BUSD will be implementing the Functional Phonics assessment tracker to identify the subset of our students who have unfinished learning based on our universal screener.

Implementation Challenges

1.5 -During the 2025–26 school year, BUSD fully implemented its new TK–5 English Language Arts instructional materials and aligned foundational literacy systems districtwide. As implementation has moved from initial rollout to refinement, the district's primary challenges have shifted toward strengthening instructional coherence and ensuring the curriculum effectively meets the needs of all focal student

groups, including Multilingual Learners, Students with Disabilities, African American students, and students performing below grade level. Areas of ongoing focus include differentiating core instruction, refining pacing and scaffolding supports, strengthening writing instruction, and ensuring equitable access to rigorous grade-level content across classrooms. In response, the district continues to provide targeted professional learning, instructional coaching, collaborative planning structures, and ongoing progress monitoring to support continuous improvement and more consistent outcomes for all students.

Modified Implementation:

1.9 -Support K-8 science instruction in the implementation of the Next Generation Science Standards (NGSS) in order to ensure high-quality equitable science instruction across sites: Full implementation at grades 3, 2, and 1. Partial Emerging implementation at K.

Non-Implemented Actions: N/A - All actions implemented

LEA-wide actions (1.4, 1.6, 1.11, & 1.12) were all implemented as planned

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 11% variance between Budgeted Expenditures and Estimated Actual Expenditures for Action 1.11 is due to the timing of staff compensation related to AVID professional development activities. Staff members participating in AVID training submit timesheets after completing the professional development sessions, resulting in a delay between the budgeted expenditures and the estimated actual expenditures reported at this time. Current AVID staff are registered for summer professional development and will not submit timesheets for compensation until the training is completed in June. As a result, a portion of the planned expenditures for training on AVID strategies and classroom implementation had not yet been processed during the reporting period, contributing to the reported variance.

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

Berkeley Unified has made robust progress toward Goal 1, as evidenced by Year 2 outcomes and the 2025 CA School Dashboard. The district increased to “Blue” performance in English Language Arts (ELA) (+52.1 points above standard, increasing 13.5 Points). Additionally Mathematics increased to the “Blue” performance indicator (+34.3 points above standard, increasing 18.5), and graduation rates maintained to 94.8%. However, significant equity gaps persist among African American students, multilingual learners, students experiencing homelessness, and students with disabilities, particularly in the areas of academic achievement and attendance.

In 2025, the California Dashboard showed important progress across student groups, with no student groups remaining in the Red performance band for either ELA or Math. In ELA, students experiencing homelessness, Students with Disabilities, and Long-Term English Learners improved to the Orange performance indicator. African American students also demonstrated notable growth, increasing to the Yellow performance indicator with a gain of 10.7 points from the previous year. In ELA, Hispanic students moved from the “Yellow” indicator to the “Blue” or highest performance level with an increase of 20.2 points.

While these improvements reflect meaningful progress, significant opportunity gaps remain. African American students continue to perform 63.6 points below standard, and Students with Disabilities remain 78.6 points below standard, despite a substantial 14-point increase since 2024. These outcomes reinforce the district's continued commitment to targeted supports, equitable access to instruction and intervention, and focused efforts to improve outcomes for focal student groups.
In 2025, Mathematics performance showed important progress across focal student groups, with no student groups remaining in the Red performance indicator on the California Dashboard. African American students improved to the Yellow performance indicator, demonstrating a 13.3-point increase from the previous year. Students experiencing homelessness, Students with Disabilities, and Long-Term English Learners (LTELs) all improved to the Orange performance indicator. Additionally, Hispanic/Latinx students moved from the Orange to the Green performance indicator with a substantial 24.3-point increase.

While these gains reflect meaningful progress, significant opportunity gaps remain. Students experiencing homelessness improved by 26.3 points but continued to perform 124.7 points below standard. Long-Term English Learners increased by 19.4 points yet remained 140.7 points below standard. These outcomes underscore the urgent need to strengthen and intensify support for historically underserved student groups through targeted intervention, culturally responsive instruction, and equitable access to academic resources and opportunities.

Overall, many implemented actions aligned well with statewide priorities, instructional improvement efforts, and curricular initiatives. However, the impact of these actions varied depending on subgroup needs, consistency of implementation, and fidelity across school sites. These findings reinforce the importance of continued monitoring, targeted supports, and equity-centered implementation to ensure all student groups experience sustained academic growth.
1.01 Site-based Literacy Coaches: Effective overall in improving performance in ELA; however, may not be targeted enough for Homeless and Long-Term EL students, where ELA scores remained in Orange.
1.02 K-5 Benchmark Assessment: increasing effectively; supported tracking progress with incremental, yet not sufficient growth for high-need subgroups (e.g., LTELs, students experiencing housing insequrity, students with disabilities and African American students).
1.03 Professional Learning on Literacy and Math: some evidence of impact on equity gaps despite general effectiveness; for example, shifted subgroup performance for students with disabilities from "Red" to "Orange" and from "Orange" to "Green" for Hispanic students.
1.04 K-12 Curriculum Alignment (Math, Literacy, Science): Positive for standardization but fell short in differentiated instruction supports for lowest performing students.
1.05 Early Literacy Programs (TK–2): Some success in general progress monitoring; however, low-income students continue to have literacy gaps.

1.06 K–12 Data Teams for Instructional Support: K–12 data teams continued to strengthen alignment, coherence, and instructional responsiveness across the district through the ongoing use of data-based decision-making practices. Across elementary, middle, and high school levels, educators engaged in regular collaborative data review cycles using multiple measures—including universal screeners, classroom assessments, attendance, behavior, progress monitoring, and state assessment data—to identify student needs, monitor progress, and adjust instruction and interventions.

The continued development of structured RTI, COST, SST, and MTSS processes, alongside the implementation of systems such as EduClimber and Smartforms, increased consistency in how schools analyze data, document interventions, and coordinate support for students. These collaborative structures helped strengthen early identification practices, intervention planning, and cross-departmental

communication, contributing to improved outcomes across several focal student groups and the elimination of any student groups remaining in the Red performance band on the California Dashboard.

At the same time, implementation and instructional responsiveness continued to vary somewhat across school sites based on staffing capacity, experience with data systems, and available intervention resources. Persistent achievement and opportunity gaps for African American students, multilingual learners, Students with Disabilities, and students experiencing homelessness reinforced the need for continued professional learning, stronger instructional alignment, and ongoing support for educators in translating data into targeted instructional action.

1.07 College and Career Readiness Course Expansion remained a district priority and demonstrated strong overall effectiveness. This is reflected in the 2025 California Dashboard College/Career Indicator, where the district improved from the Yellow to the Blue performance level, with 73% of students identified as prepared—an increase of 3.6 percentage points from the previous year. Particularly notable growth was observed among socioeconomically disadvantaged students, whose preparedness rate increased by 12.2 percentage points to 58.6% prepared. While these outcomes reflect meaningful progress in expanding access to college and career readiness pathways, opportunity gaps persist for English Learners and Students with Disabilities, both of whom remain in the Orange performance level. These data highlight the continued need to strengthen equitable access, targeted academic supports, and inclusive pathways to ensure all students are fully prepared for postsecondary success.

1.08 Equity-Focused Professional Development: Conceptually aligned with goal, but not effective enough in closing subgroup achievement gaps shows limited implementation depth or impact.

1.09 K–12 Response to Instruction and Intervention (RTI): Gaps in Math and ELA growth for students experiencing housing insecurity and LTEL groups imply a need for continuing to expand and create greater coherence within tiered intervention models.

1.10 African American Success Framework Pilot: A promising action, with some notable improvements in performance for African American Students particularly with improvements in ELA and Math: moving from “Red” to “Yellow” indicator color in both areas. Specific intention to align shared actions with CIM for Sig Dis with a specific focus on engaging our African American families.

1.11 Universal Screening in Literacy and Mathematics: Berkeley Unified School District has continued to strengthen its universal screening systems as part of a broader Multi-Tiered System of Supports (MTSS) framework. The district now implements consistent literacy and mathematics screening cycles across grade spans through Grade 11 using tools such as DIBELS, Lectura, and STAR assessments to identify students in need of additional academic support. These screening systems, combined with regular progress monitoring and collaborative data review cycles, have strengthened data-driven instruction and improved the district’s ability to identify student needs earlier and monitor growth over time.

The implementation of structured RTI meetings, data teams, EduClimber dashboards, and Smartforms has increased alignment across schools and supported more coordinated intervention planning. Schools are increasingly using multiple measures—including screening data, classroom performance, attendance, and progress monitoring—to guide instructional decisions, adjust interventions, and monitor student progress across tiers of support.

At the same time, educational partner feedback and student outcome data indicate that the district must continue strengthening the connection between screening data and the consistency, intensity, and effectiveness of targeted interventions—particularly for historically underserved and high-needs student groups. Persistent achievement gaps for African American students, multilingual learners, Students with Disabilities, and students experiencing homelessness suggest that while early identification systems have improved, access to timely intervention, intervention fidelity, staffing capacity, and instructional responsiveness continue to vary across school sites. These findings reinforce the importance of continued investment in intervention systems, educator training, progress monitoring practices, and coordinated MTSS structures to ensure screening data consistently translates into equitable and effective support for students most in need.

1.13 During the 2025–26 school year, Berkeley High School continued efforts to expand access to Career Technical Education (CTE) pathways and increase student enrollment in CTE courses aligned to high-wage, high-opportunity career sectors. Ongoing work included reviewing pathway access through the master scheduling process, monitoring student enrollment trends, and supporting equitable access to CTE opportunities for unduplicated student groups. CTE pathways continued to provide students with opportunities to engage in hands-on, real-world learning experiences that integrate academic content with transferable career and technical skills.

1.12 Literacy and Math Summer Programming: Effectively addressed general learning loss; however, may have lacked high-impact alignment for students in Red performance categories.

1.14 BREA Department (Research & Accountability Support): The BREA Department has been instrumental in strengthening districtwide data collection, analysis, and data-informed decision-making practices across Berkeley Unified School District. Through ongoing collaboration with district staff and partners across grades K–8, BREA has helped establish consistent and structured data review cycles across all school sites. Elementary RTI teams meet biweekly, and middle school RTI teams also meet every other week, creating regular opportunities to review student data, monitor interventions, and strengthen coordination across schools.

These systems have contributed to measurable gains among several focal student groups and supported districtwide improvement efforts, including the significant milestone of having no student groups remain in the Red performance band on the California Dashboard. Regular progress monitoring practices have expanded beyond literacy to include mathematics, attendance, and behavioral supports, allowing schools to apply a more comprehensive and proactive Multi-Tiered System of Supports (MTSS) approach.
Grounded in data-based decision-making (DBDM), teams utilize multiple data sources—including universal screeners, progress monitoring tools, attendance data, behavior data, and classroom performance—to identify student needs, adjust interventions, and guide movement across support tiers. The continued implementation of EduClimber and Smartforms has further strengthened this work by centralizing student data, SST documentation, intervention tracking, and action planning processes. These systems have improved alignment across COST and SST structures, increased consistency in follow-through, and supported more coordinated and responsive intervention systems across academic and non-academic domains districtwide.

Effectiveness of the LEA-wide actions (1.4, 1.6, 1.11, & 1.12)
1.11 AVID continues to serve as a critical support structure and anchor program across the middle schools, particularly for first-generation college students and multilingual learners/English Language Learners. The program focuses on building academic skills, organization, collaboration, college and career readiness, and student agency through intentional instructional practices and strong student-adult relationships. Staff completed instructional walkthroughs this spring to observe AVID core practices in action, strengthen calibration across sites, and share effective instructional strategies and best practices. Current AVID staff are registered for summer professional development

to continue deepening implementation and alignment across schools, with an ongoing focus on rigorous instruction, equitable access, and preparing students for advanced coursework and postsecondary success.

1.12 The Bridge Program currently supports 155 students through a comprehensive system of academic, social-emotional, and college-readiness supports. Students receive daily support during the school day from a dedicated counselor and program coordinator, as well as after-school support through an academic support class, in-person and Zoom tutoring, enrollment in concurrent enrollment courses, mental health and college counseling sessions, and weekly communication with families. In addition, the program provides individualized progress monitoring, attendance and credit recovery support, case management, family partnership and advocacy, coordination with teachers and support staff, and targeted interventions designed to increase student engagement, persistence, graduation readiness, and successful postsecondary transitions.

Actions 1.11 (AVID) and 1.12 (Bridge) have been effective in increasing college and career readiness outcomes for historically underserved student groups, while persistent disparities demonstrate the continued need for targeted supports. Districtwide, the College/Career Indicator (CCI) “Prepared” rate increased from 57.7% to 70%, reflecting substantial progress toward the goal of improving postsecondary readiness for all students. The district’s A-G completion rate also increased significantly from 54.2% to 68%, demonstrating improved access to and completion of college-preparatory coursework. In addition, the district graduation rate remained stable and strong, moving from 94.9% to 94.8%. Significant gains were also observed among unduplicated student groups. In 2025, African American students increased 10.5 percentage points on the CCI, with 47.5% identified as “Prepared,” while socioeconomically disadvantaged students improved 12.2 percentage points to 58.6% prepared. English Learner graduation rates increased from 82.5% in 2023 to 86.8% in 2025, demonstrating improvement in long-term student outcomes.

AVID continued to serve as an important college-readiness strategy for middle school students, particularly first-generation college students, English Learners, socioeconomically disadvantaged students, and students of color. The program provided structured academic support, mentorship, organization and study skill development, and exposure to college and career pathways. Instructional walkthroughs conducted during the spring demonstrated strong implementation of AVID core practices and opportunities for continuous improvement through collaboration and shared best practices. In addition, AVID educators participated in ongoing professional development and summer training to strengthen culturally responsive instructional practices and rigorous academic supports. These actions contributed to improved student engagement, increased access to rigorous coursework, and growth in college-going outcomes, including districtwide gains in A-G completion and College/Career Indicator performance. However, data continue to show significant disparities between student groups. Latinx students were identified as “Prepared” on the CCI at a rate of 62.8%, below the district average of 73%, while White students reached 85.4%. These persistent gaps indicate that while AVID has been effective in improving outcomes, continued investment and refinement are necessary to ensure equitable access and achievement.

The Bridge Program at Berkeley High School also demonstrated effectiveness in supporting the transition to high school and increasing college and career readiness for unduplicated students. The combination of summer bridge experiences, academic enrichment, mentorship, and relationship-centered supports helped students build academic confidence, strengthen school connectedness, and access rigorous coursework and postsecondary planning supports. The program intentionally focused on students who have historically been underrepresented in advanced coursework and college pathways, including African American, Latinx, multilingual, first-generation college students, and socioeconomically disadvantaged students. Improvements in districtwide CCI outcomes, A-G completion rates, and graduation rates suggest that targeted interventions such as Bridge are contributing positively to student success. At the same time, continued

disparities in CCI Prepared rates and A-G completion demonstrate that many students still require additional academic and college-going supports to fully access postsecondary opportunities. As a result, the district will continue to strengthen Bridge programming as part of its broader strategy to improve equitable college and career readiness outcomes for unduplicated pupils.

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.

Metric 1.22 added to meet the requirements of the required 22 State metrics.

1.11: AVID - BUSD transitioned from offering AVID as an elective in grades 7-12 to focusing solely on running AVID in middle school. For the 26-27SY, AVID will be available for students in grades 6-8.

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	Teacher Induction Program	Provide a culturally responsive Teacher Induction Program (TIP) for all new First and Second Year Teachers to ensure that they meet the necessary requirements to become appropriately credentialed. BUSD contracts with Contra Costa County Teacher Induction Program for this service.	$343,609.00	No
1.2	Literacy Improvement Action Plan	Partner with expert consultants, and our teachers, literacy coaches and related service providers to achive the goals within the Literacy Action Plan which include improving reading achievement for all students, early identification and effective supplemental support for identified students, increasing reading achievement for students receiving intervention, and monitoring the effectiveness of our programs. Review, pilot, and adopt new K-5 literacy curriculum materials in line with state standards and current research on literacy acquisition to ensure coherence and improve student learning outcomes. Provide professional development, coaching and support to improve literacy outcomes for students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	PK Literacy Support	Support PK teachers in early childhood literacy pedagogy and implementation of early literacy instructional strategies with an emphasis on phonemic awareness development, early screening, and developmentally appropriate assessment and progress monitoring collection, which will be entered into an MTSS data collection platform. District literacy team, PK administrators and PK intervention staff will provide these services and supports.	$0.00	No
1.4	Literacy Coaches (TK-8)	Provide structured support and coaching to classroom teachers in literacy pedagogy, curriculum implementation, and assessment-driven instruction to accelerate literacy outcomes for students. Provide intensive one-on-one reading support and small group remediation to support students with unfinished learning and use an MTSS data collection platform for progress monitoring by Literacy Coaches. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for ELA. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for ELA.	$1,556,895.00	Yes
1.5	Literacy Universal Screener (K-8)	Assess students in Kindergarten through 8th grade using a valid and reliable Literacy Universal Screener to measure the acquisition of early literacy skills and to identify early reading difficlties. Use MTSS Data Platform to enter, analyze, and determine next steps based on assessment data. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for ELA. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for ELA.	$0.00	No
1.6	Integrated ELD Training and Support	Provide essential training for supporting academic language and writing so that MLLs and LTELs can access rigorous academic content and achieve academic success. By funding Constructing Meaning (CM) Training and	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Integrated English Language Development (ELD) strategies, the initiative aims to equip teachers with the process and tools for integrating explicit language instruction into content-area teaching.		
1.7	Math Training for Certificated Staff (TK-8)	Provide responsive, embedded math professional development to increase the implementation of shared instructional practices and improve student learning outcomes in mathematics. In addition to on-site district-provided training, this work can include partnering with regional math professional development providers, providing teacher release time for collaboration and observation, and funding for coaches/leaders/teachers to attend off-site training & conferences. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for Math. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for Math.	$50,000.00	No
1.8	Math Curriculum and Educator Engagement	Complete a districtwide inventory on the current mathematical experience in BUSD. Develop a TK-12 math vision and instructional framework. Review, pilot, and adopt new TK-8 math curriculum materials in line with state standards and the new CA Math Framework to ensure coherence and improve student learning outcomes. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for Math. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for Math.	$0.00	No
1.9	Science Program	Support K-8 science instruction in the implementation of the Next Generation Science Standards (NGSS) in order to ensure high-quality equitable science instruction across sites. This includes coaching, collaboration and PD around the adopted science curriculum and teacher instructional practices, and the acquisition of supplies & equipment to deliver hands-on science instruction. Plan for & support the new K-3 science curriculum adoption & implementation. Develop & support connections with science institutions that provide programs integrated with our science instruction, such as Be A Scientist. (K-8 Science TSA)	$100,496.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Ethnic Studies	Support Ethnic Studies Program Development and the District's efforts to expand Ethnic Studies to a K-12 curriculum, responsive to the State's Ethnic Studies framework, designed into the school day with the support of staff.	$72,611.00	No
1.11	AVID (6-8)	Provide AVID courses at the middle schools to increase access to post-secondary educations and careers, with a focus on African-American, Latinx, and first generation college unduplicated students. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for CCI.	$190,250.00	Yes
1.12	Bridge Program (BHS)	Provide a Bridge program to support students in a college-going culture at the transition by providing them with a summer program and support, a supportive community, access to technology, an after school class, skill development, and mentoring. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for CCI.	$356,881.00	Yes
1.13	CTE Pathways (BHS)	Provide increased access to Career Technical Education (CTE) pathways and expanded enrollment in CTE courses at the high school. Career Technical Education integrates academic curriculum with hands-on experience and transferrable job skills needed for the modern workplace as we prepare our students for high wage, high opportunity regional employment. Monitor the percentage of students who are unduplicated to ensure they are receiving support and review the master schedule so that course and pathway access is available.	$394,437.00	No
1.14	Collection and Analysis of Tier 1, 2 and 3 data	Implement regular assessment cycles for data review and progress monitoring to analyze intervention for academics, attendance, behavior and social-emotional supports.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Berkeley began the engagement process by reviewing five years worth of engagement and feedback and then used that information to develop a series of listening sessions that began early in 2024 where BUSD staff met with staff, families and community members in open forum meetings to let them reflect on the previous feedback, share new feedback, and clarify important trends about what is working well and what needs to be improved within 7 thematic areas. That work informed the development of the 2024 LCAP survey where educational partners were asked to share feedback about the relevancy of the previous LCAP goals. Through that process and recommendations made by the district's Parent Advisory Committee, it was determined that Goal 2 from the previous LCAP should continue with just minor adjustments to continue the focus on improving student achievement as part of Pillar 1: Academic Excellence & Equitable Outcomes

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of Multilingual Language Learners reclassified as Fluent English Proficient	17.0%	16.7%	11.73%	All students will make at least a 3% total increase over three years (3%)	-5.27
2.2	% of teachers who participate in professional development focused on English Language	5% MS 10% HS	5% MS 10% HS	100% MS 100% HS	100%	95 MS 90 HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development (ELD) strategies					
2.3	% of K-8 site based specialists (i.e. Literacy coaches, RTI TSAs, SPED case managers) who completed OG training	75% ES 31% MS	89% ES 90% MS	90% ES 90% MS	Increase to 100%	1 ES 0, no change MS
2.4	"% of middle school students who have dropped out of school (numbers are too small to report for overall or subgroups)	0%	0%	0%	Will maintain at 0%	0, no change
2.5	% of high school students who have dropped out of school	6.7%	4.4%	3.3%	All students will make at least a 3% total decrease over three years (see Appendix).	-3.4

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.

Successful Implementation:
2.1 RTI teachers lead problem-solving teams that ensure a coordinated continuum of support across grades TK–8, designing interventions along the Tier 1, 2, and 3 continuum to provide targeted, short-term support for some students and intensive, individualized support for a few. This work is grounded in strong data-based decision making , with teams drawing from multiple data sources—including universal screeners, progress monitoring, attendance, and classroom performance—to identify needs, group students strategically, and adjust supports over time. Movement between tiers is intentional and evidence-based, using multiple data points to determine when to intensify or fade supports. Systems have become more streamlined and coherent through the use of EduClimber and Smartforms, where student data, SST documentation, and next steps are housed in one place, allowing teams to track interventions, assign action items, and monitor follow-through with greater clarity and consistency. This has strengthened alignment between COS teams, SST processes, and RTI implementation. Across sites, there is also increasing clarity around the distinction between Tier 2 and Tier 3 supports—grounded in intensity, frequency, and level of individualization—ensuring that higher levels of need are matched with increased dosage and more frequent

progress monitoring. Collectively, this approach reinforces a system where supports are additive, building from strong Tier 1 instruction to provide timely, targeted, and effective interventions for students.

2.12 Structured Literacy Training: During the 2025–26 school year, the district continued implementation of structured literacy professional learning for site-based literacy coaches, RTI TSAs, Special Education case managers, and English Language Development staff. The training focused on strengthening educator expertise in explicit literacy instruction, including phonology, morphology, and the English orthographic system, to better support students with diverse literacy needs. The primary focus for 2025-26 was the launch of implementation of new elementary literacy curriculum which served as an anchor for professional development and instructional leadership. Throughout the school year, the district expanded Orton-Gillingham–aligned training opportunities and successfully trained all literacy coaches, RTI TSAs, and Special Education case managers. This work strengthened alignment across general education, special education, and intervention services while building districtwide capacity for systematic, explicit, and cumulative literacy instruction. As the district moves into the next phase of implementation, the focus will expand to additional support and training for ELD TSAs to further strengthen literacy and language development supports for multilingual learners

2.6 – Provide essential training for supporting academic language and writing across grade levels. During the 2025–26 school year, BUSD continued to fund and support Constructing Meaning (CM) training and Integrated English Language Development (ELD) strategies to strengthen academic language, writing, and access to rigorous grade-level content for Multilingual Learners (MLLs) and Long-Term English Learners (LTELs). This professional learning equipped teachers with instructional tools and processes for embedding explicit language instruction across content areas.Additional focus this year included participation in the Alameda County Office of Education LTEL Learning Network and continued collaboration through the district's Pathways to Proficiency group to strengthen instructional practices, systems of support, and reclassification pathways for LTEL students across TK–12.

2.7 During the 2025–26 school year, math coaches, specialists, and teacher leaders continued providing instructional support focused on strengthening teacher capacity, improving mathematics instruction, and supporting improved outcomes for focal student groups across TK–12. This work included coaching, collaboration, professional learning, curriculum alignment support, and the use of student data to inform instructional planning and targeted supports. A major focus this year was the launch of the district's elementary math curriculum adoption process. Math specialists played a critical role in supporting the development of the district's emerging Math Vision and Instructional Framework, facilitating educator collaboration sessions, supporting community engagement, and helping lead the review and preparation process for the upcoming elementary pilot phase.

2.8 During the 2025–26 school year, middle school math support classes continued providing targeted Tier 2 and Tier 3 intervention support for students needing additional assistance in mathematics. Supports included small class instruction, targeted intervention, peer collaboration opportunities, and coordination with classroom teachers to strengthen student understanding and engagement in mathematics.
Staff also continued utilizing MTSS-aligned progress monitoring systems to support instructional planning and monitor student growth, with ongoing attention to improving outcomes for focal student groups identified through California School Dashboard data.

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

Action 2.1 - The 8% variance between Budgeted Expenditures and and Estimated Actual Expenditures for Action 2.1, Response to Intervention, Actual expenditures were lower than budgeted due to staffing changes and differences between budgeted and actual salary and benefit costs for RTI teachers.

Action 2.03 - The 74% over budget variance between Budgeted Expenditures and Estimated Actual Expenditures for Action 2.3, Special Day Class, is due to the expansion of Special Day Class services at Malcolm X during the 2025–2026 school year. Malcolm X opened a new TK–1 Special Day Class to meet the individualized needs of students and to provide a responsive learning environment where students can master skills at their own pace. The school currently serves eight students in the TK–1 class and seven students in the 3–5 class. The increased expenditures reflect the staffing, instructional materials, and support services required to implement and sustain the additional class. Expanding the internal SDC program also supports the District's commitment to Least Restrictive Environment (LRE) practices by allowing students to remain connected to their home school community while receiving specialized services. These unanticipated implementation and operational costs contributed to the 74% increase over the original budgeted amount.

Action 2.04 - The 15% underbudget variance between Budgeted Expenditures and Estimated Actual Expenditures is primarily due to staffing changes during the fiscal year. Several staff members in ELD positions retired, resulting in the departure of employees with higher salary placements. These positions were subsequently filled by newer teachers whose salary schedules and associated personnel costs were lower than originally budgeted. As a result, actual expenditures for salaries and benefits were lower than anticipated, contributing to the reported variance.

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

Overall Narrative Analysis
The district's performance data indicate mixed success in implementing Goal 2. While overall outcomes improved in areas such as suspension rates (1.5% suspended at least one day, Declined 0.3%, Green) and chronic absenteeism (11.7% chronically absent, Declined 0.7%, Yellow), several focal groups continue to experience disproportionate challenges. Students experiencing homelessness demonstrated improvement from Red to Orange in both ELA and Math, yet significant academic and attendance gaps remain. Students with disabilities also showed improvement in both Math and ELA, while socioeconomically disadvantaged students maintained performance levels in the Yellow range across both subject areas.

These data suggest that while foundational systems and interventions have been established, implementation has been only partially effective in addressing the needs of students requiring the highest levels of support. Continued refinement of targeted interventions, integrated student supports, and consistent implementation across sites remains necessary to improve outcomes for focal student groups.

2.01 Response to Intervention & Instruction (MTSS Implementation): Foundational progress continued during the 2025–26 school year, with no student groups identified in the Red performance level in either ELA or Math. These outcomes reflect continued growth in the district's MTSS framework, particularly within literacy, where a strong tiered system of supports and data practices is now in place. As a result, the district's MTSS implementation status is now considered "progressing" as this work expands across additional domains. Schools may still require additional coaching and support to effectively analyze and use MTSS data to drive interventions and instructional decision-making.

The district continued expanding MTSS systems beyond academics to strengthen SEL, Math, and PBIS implementation and support structures across sites. Significant progress has also been made in strengthening social-emotional learning and PBIS systems, reinforcing a focus on the whole child. In partnership with Curriculum & Instruction, math systems are also being developed and refined using the same data-driven, tiered approach to ensure supports are integrated, responsive, and aligned to strong instructional practices across all areas.

2.2 504 Coordinator - The Section 504 Coordinator has effectively supported schools by working closely with counselors, teachers, parents, students, and staff to ensure students with 504 plans receive appropriate accommodations and timely review cycles. This coordination has strengthened compliance, improved communication with families, and increased consistency in implementation across school sites. As a result, students with 504 plans have greater access to educational supports that address their individualized learning needs and ensure equitable participation in school programs.

2.3 Special Day Class (TK-2, 3-5) - Special Day Classes at Malcolm X have continued to provide a responsive learning environment where individualized supports allow students to master skills at their own pace. During the 2025–26 school year, services expanded through the addition of a new TK–1 SDC, which currently serves eight students, while the 3–5 SDC serves seven students. This expansion has strengthened the District's ability to maintain Least Restrictive Environment (LRE) practices by allowing students to remain connected to their home school community while receiving specialized supports. Program implementation continues to progress positively, and district staff met with the Malcolm X principal on April 28 to review program strengths and identify areas for continued growth and improvement.

2.4 ELD Support at each School (TK-12) - During the 2025–26 school year, ELD Site TSAs continued providing direct support and coordination for multilingual learners across TK–12 schools in alignment with the District's Multilingual Learner Master Plan. This work included supporting designated ELD instruction, monitoring student progress toward reclassification, coordinating ELPAC testing, and collaborating with school teams through SSTs, IEPs, COS meetings, and ELAC engagement. Additional attention was placed on strengthening supports for Long-Term English Learners (LTELs) and expanding Integrated ELD practices across content-area classrooms to increase student access to rigorous academic instruction and academic language development.

2.5 ELD Teacher on Special Assignment (TK-12) - The ELD Teacher on Special Assignment continued supporting implementation of the Multilingual Learner Master Plan through coaching, collaboration, and professional learning for ELD teachers across TK–12 and the Two-Way Immersion (TWI) program. The ELD TSA also supported district systems related to reclassification, RFEP monitoring, ELAC and DELAC engagement, and coordination of ELPAC administration. Additional focus areas this year included strengthening Integrated ELD implementation across content areas and supporting site teams in improving outcomes and reclassification pathways for Long-Term English Learners (LTELs).

2.6 Support for Long Term Multilingual Learners (MLLs) - During the 2025–26 school year, BUSD continued providing professional learning and instructional support focused on improving outcomes for Multilingual Learners (MLLs) and Long-Term English Learners (LTELs). This work included ongoing Constructing Meaning training and support for Integrated ELD practices designed to strengthen academic language development, writing, and access to rigorous grade-level content across disciplines. Additional focus this year included participation in the Alameda County Office of Education LTEL Learning Network and continued collaboration through the District's Pathways to Proficiency group to strengthen systems, instructional practices, and reclassification pathways for LTEL students across TK–12.

2.7 Math Coaches and Support (TK-12) - During the 2025–26 school year, math coaches, specialists, and teacher leaders continued providing instructional support focused on strengthening teacher capacity, improving mathematics instruction, and supporting improved outcomes for focal student groups across TK–12. This work included coaching, collaboration, professional learning, curriculum alignment support, and the use of student data to inform instructional planning and targeted interventions. A major focus this year was the launch of the District's elementary math curriculum adoption process. Math specialists supported the development of the District's emerging Math Vision and Instructional Framework, facilitated educator collaboration sessions, engaged community stakeholders, and helped prepare for the upcoming elementary pilot phase.

2.8 Math Support Classes (6-8) - During the 2025–26 school year, middle school math support classes continued providing targeted Tier 2 and Tier 3 intervention support for students needing additional assistance in mathematics. Supports included small-group instruction, targeted intervention, peer collaboration opportunities, and coordination with classroom teachers to strengthen student understanding and engagement in mathematics. Staff also utilized MTSS-aligned progress monitoring systems to support instructional planning and monitor student growth, with continued focus on improving outcomes for focal student groups identified through California School Dashboard data.

2.9 Culturally Responsive Expanded Learning Opportunities - The District continued to strengthen culturally responsive expanded learning opportunities through intentional planning, collaboration, and program evaluation. Staff identified unduplicated pupil populations within focal student groups and collaborated with BHS leadership to complete an after-action review of Summer School 2025 to evaluate strengths and identify improvements. This reflection process supported more intentional planning for future programming and increased alignment between expanded learning opportunities and the academic, social-emotional, and enrichment needs of students.

2.10 Summer School CCSS Curriculum (K-8) - The District launched four cross-functional departmental planning groups focused on Operations, Curriculum and Professional Development, and Staffing and Onboarding to strengthen summer school implementation and alignment. ESY staff were intentionally included in planning processes to increase collaboration and coordination across programs. These efforts have improved systems for curriculum planning, staffing structures, and operational readiness to support effective implementation of standards-aligned summer programming for K–8 students.

2.11 - Extended learning team collaborated closely with the Berkeley High School (BHS) team to conduct a comprehensive After Action Review of Summer School 2025, analyzing program outcomes, student participation trends, credit recovery completion rates, attendance patterns, instructional supports, and operational successes and challenges. Through this reflective process, the team identified strengths in student engagement and support structures, as well as opportunities to strengthen scheduling, communication, intervention coordination, and targeted academic supports for students most at risk of not meeting graduation requirements. This collaborative review process supported continuous improvement by using data and staff reflection to inform strategic planning for Summer School 2026. As a result, the team developed preliminary action steps focused on improving student identification processes, increasing access to interventions and enrichment opportunities, strengthening cross-department collaboration, and enhancing student and family communication prior to and during summer programming. The effectiveness of this work is reflected in the district's increased capacity to make proactive, data-informed decisions that support student achievement, credit attainment, and equitable access to learning opportunities. By engaging in a structured reflection and planning cycle, BHS strengthened alignment between summer programming and broader district goals related to graduation readiness, intervention systems, and equitable student outcomes.

2.12 Orton-Gillingham and Wilson Reading Supports: During the 2025–26 school year, the district continued implementation of structured literacy professional learning for site-based literacy coaches, Response to Intervention (RTI) leads, Special Education case managers, and English Language Development teachers.

This training focused on building educator expertise in how language works, with an emphasis on explicit instruction in phonology, morphology, decoding, encoding, and the English orthographic (spelling) system. Professional learning was designed to strengthen the capacity of interventionists and classroom educators to deliver systematic, explicit, cumulative, and diagnostic literacy instruction aligned to individual student needs, particularly for students experiencing reading difficulties or identified with dyslexia-related learning profiles.

During the first half of the school year, the district expanded Orton-Gillingham–aligned training opportunities, resulting in an increased number of Special Education case managers, literacy interventionists, and instructional specialists participating in structured literacy coursework. This expansion strengthened cross-departmental alignment between general education, special education, multilingual learner supports, and intervention services by building a shared understanding of evidence-based literacy practices and common intervention language across programs.

Throughout the second half of the school year, participating staff increasingly applied structured literacy strategies within intervention blocks, specialized academic instruction, small-group reading support, and targeted Tier 2 and Tier 3 interventions. Staff collaboration and ongoing coaching opportunities supported implementation fidelity and allowed educators to refine instructional practices based on student progress-monitoring data and classroom observations. In several sites, educators also began integrating structured literacy routines into broader core literacy instruction, helping to strengthen continuity between intervention and classroom learning environments.

The effectiveness of this work is reflected in the district's growing internal capacity to provide evidence-based literacy intervention and early reading support across school sites. By investing in long-term educator training and cross-functional collaboration, the district made meaningful progress toward strengthening Multi-Tiered System of Supports (MTSS) for literacy, improving access to high-quality intervention practices, and increasing the consistency of reading instruction for students requiring intensive academic support.

2.13 MTSS Framework
During the 2025–26 school year, the district continued to make significant progress in strengthening and expanding its Multi-Tiered System of Supports (MTSS) framework across academic, behavioral, and social-emotional domains. A strong MTSS framework for literacy is now firmly established, and the district's overall implementation status has progressed to "progressing" as this model is intentionally expanded to additional content and support areas.

The district continued to use a data-driven, tiered approach grounded in universal screening, progress monitoring, intervention planning, and collaborative problem-solving processes. Literacy systems remained the most developed area of implementation, with schools regularly engaging in RTI cycles, data meetings, intervention group planning, and targeted support structures aligned to student needs. Building on this foundation, the district began applying the same MTSS structures and practices to mathematics, behavior, attendance, and social-emotional learning in order to create greater coherence and consistency in how students are identified for support and connected to interventions.

Significant progress was also made in strengthening social-emotional learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) systems across the district. Through collaboration with school sites, counseling teams, and district departments, the district expanded conversations around universal SEL screening, intervention alignment, restorative practices, and coordinated student support systems. Efforts to integrate SEL, attendance, behavior, and academic data into shared MTSS structures helped reinforce a more holistic focus on the whole child and strengthened the district's capacity to provide proactive and preventative supports.

In partnership with Curriculum & Instruction, the district also continued development of math intervention systems aligned to the MTSS framework. This work included refining processes for universal screening, strengthening data-based instructional decision-making, and increasing alignment between Tier 1 instruction and targeted intervention supports. Cross-department collaboration helped ensure that academic and behavioral systems were not operating in isolation, but instead as part of an integrated support framework centered on equitable student outcomes.

The effectiveness of this work is reflected in the district's growing capacity to implement consistent intervention practices across schools and domains, improve coordination between departments, and use data more effectively to identify and respond to student needs. By expanding MTSS beyond literacy and deepening integration between academics, behavior, attendance, and SEL supports, the district made meaningful progress toward creating a more cohesive, responsive, and equitable system of support for all students

2.14 Data Review and Progress Monitoring
Progress is rated as "on track" due to the district's successful establishment of structured and consistent data review cycles for academics and attendance that are now embedded within regular site and district practice. Schools routinely engage in review of universal screening data, attendance trends, intervention outcomes, and progress-monitoring measures through RTI, COST, and collaborative data team structures. These systems have strengthened the district's ability to identify student needs earlier, monitor intervention effectiveness, and make more timely, data-informed decisions to support student success.

Throughout the 2025–26 school year, the district continued refining and strengthening academic and attendance data cycles through the use of universal screeners, progress-monitoring tools, attendance reviews, and regular collaborative inquiry processes. Schools increasingly utilized data to identify students in need of Tier 2 and Tier 3 interventions, monitor growth over time, and adjust supports based on student response. This work contributed to stronger consistency in how academic and attendance concerns were addressed across school sites.

At the same time, the district focused on expanding that same level of rigor, alignment, and consistency to behavior and social-emotional learning (SEL) systems. Significant progress was made in developing structures to support more integrated monitoring of the whole child, including increased collaboration between academic, counseling, behavioral, and intervention teams. As part of this effort, the district launched a pilot of a universal social-emotional screener at one school site during the 2025–26 school year. The pilot established foundational processes for SEL screening administration, data review, intervention planning, and alignment with existing MTSS structures.

Building on lessons learned from the pilot year, the district plans to expand implementation to three additional sites during the 2026–27 school year. Future work will focus on ensuring that assessment and progress-monitoring cycles across all four domains—academics, attendance, behavior, and social-emotional learning—are equally robust, interconnected, and embedded within ongoing district and site practices.

The effectiveness of this work is reflected in the district's increased capacity to use multiple data sources to inform decision-making and provide more responsive, proactive, and coordinated student supports. By continuing to strengthen integrated progress-monitoring systems across all domains, the district is building a more comprehensive and equitable framework for supporting student success academically, behaviorally, and socially-emotionally.

Effectiveness of the LEA-wide actions (2.1, 2.8)
2.1 Response to Intervention and Instruction (RtI²): While Berkeley Unified School District continues to demonstrate strong overall academic performance, 2025 California School Dashboard results reveal persistent achievement gaps in both English Language Arts (ELA) and Mathematics, reinforcing the importance of a strong Multi-Tiered System of Supports (MTSS) and RtI² framework to ensure all TK–8 students receive timely and appropriate intervention.
In ELA, students performed 52.1 points above standard overall. However, several focal student groups—including students experiencing homelessness, Long-Term English Learners (LTELs), and Students with Disabilities—continued to perform below standard despite notable growth and movement from the Red to Orange performance levels on the Dashboard. In Mathematics, overall district performance was 34.3 points above standard, but significant subgroup disparities remained. African American students performed 94.8 points below standard, despite a 13.3-point increase from the prior year. LTELs remained 140.7 points below standard with a 19.4-point increase, while Students with Disabilities were 101.3 points below standard despite a substantial 21-point increase. Socioeconomically disadvantaged students improved by 28.1 points but continued to perform 32.4 points below standard. These data demonstrate meaningful growth across focal student groups while also underscoring the continued need for systematic early identification, targeted intervention, progress monitoring, and tiered academic supports—particularly during the foundational TK–8 years. In response, the district continued strengthening RtI² systems through universal screening, regular data review cycles, intervention planning, progress monitoring, and coordinated MTSS structures designed to provide more equitable and responsive academic support for students with the greatest needs.

2.8 According to the 2025 California School Dashboard, BUSD earned a Blue performance level in Mathematics, with students scoring an average of 34.3 points above standard, representing an increase of 18.5 points from the previous year and demonstrating overall district progress. However, disaggregated data continue to reveal significant achievement gaps among focal student groups. African American students scored 94.8 points below standard, despite an increase of 13.3 points. Long-Term English Learners scored 140.7 points below standard, with an increase of 19.4 points, while Students with Disabilities scored 101.3 points below standard after improving 21 points. Socioeconomically disadvantaged students scored 32.4 points below standard, reflecting a substantial increase of 28.1 points, and English Learners scored 43.6 points below standard after improving 29.3 points. While these data reflect meaningful growth across focal groups, persistent disparities indicate a continued need for targeted academic supports, differentiated instruction, and equitable access to rigorous mathematics learning opportunities. During the 2025–26 school year, math coaches, specialists, and teacher leaders continued providing instructional support focused on strengthening teacher capacity, improving mathematics instruction, and supporting improved outcomes for focal student groups across TK–12. This work included coaching, collaboration, professional learning, curriculum alignment support, and the use of student data to inform instructional planning and targeted supports.

A major focus this year was the launch of the district's elementary math curriculum adoption process. Math specialists played a critical role in supporting the development of the district's emerging Math Vision and Instructional Framework, facilitating educator collaboration sessions, supporting community engagement, and helping lead the review and preparation process for the upcoming elementary pilot phase.

Key Areas of Concern: At Berkeley High School, several student groups continued to perform significantly below their peers and were identified in the Red performance level for math on the 2025 California School Dashboard. Students with disabilities scored 171.5 points below standard and declined 9.6 points, while English Learners scored 112.9 points below standard and maintained at -1.5 points. In Mathematics, no student groups were identified in the Red performance level; however, African American students, students with disabilities, and English Learners remained in the Orange performance band, indicating continued need for targeted support.

At Malcolm X Elementary School, no student groups were identified in the Red performance level in 2025 in math or ELA. However, Hispanic students, African American students, and socioeconomically disadvantaged students remained in the Orange performance level in both ELA and Mathematics, indicating persistent achievement gaps and the continued need for targeted academic supports and intervention.

Middle School Math Intervention Supports: According to the 2025 California School Dashboard, Berkeley Unified School District earned a Blue performance level in Mathematics, with students performing an average of 34.3 points above standard—an increase of 18.5 points from the previous year. While these results reflect strong overall district performance and meaningful growth across several focal student groups, significant achievement gaps persist. African American students remained 94.8 points below standard despite a 13.3-point increase from 2024. Long-Term English Learners (LTELs) improved by 19.4 points but remained 140.7 points below standard. Students with Disabilities increased by 21 points yet continued to perform 101.3 points below standard. Socioeconomically disadvantaged students improved by 28.1 points but remained 32.4 points below standard, while English Learners increased by 29.3 points and remained 43.6 points below standard. Students experiencing homelessness also demonstrated growth, increasing 26.3 points, but continued to perform 124.7 points below standard. During the 2025–26 school year, middle school math support classes continued to provide targeted Tier 2 and Tier 3 intervention supports for students requiring additional assistance in mathematics. Supports included small-group instruction, targeted intervention, peer collaboration opportunities, and coordination with classroom teachers to strengthen mathematical understanding, engagement, and skill development.

Staff also continued utilizing MTSS-aligned progress monitoring systems and data-based decision-making practices to guide instructional planning, monitor student growth, and adjust interventions based on student need. These efforts remained focused on improving outcomes for focal student groups identified through California School Dashboard data and strengthening equitable access to foundational mathematics support across middle school grades.

Key Areas of Concern: At Martin Luther King Jr. Middle School, African American students continued to perform significantly below their peers and were identified in the Orange performance level for Mathematics on the 2025 California School Dashboard, scoring 59.4 points below standard. English Learners scored 67.7 points below standard and declined 6.4 points, while Hispanic students scored 7.3 points below standard with a decline of 10.1 points. These outcomes indicate a continued need for targeted academic supports, differentiated instruction, and equitable access to rigorous mathematics learning opportunities for focal student groups.

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.

There are no changes made to the planned goal or actions for the coming year that resulted from reflections on prior practice.

Metric 2.2 is being updated and changed from a count of the number of teachers to a percent of teachers, or a rate, with a new goal of reaching 100% of teachers, and also being updated to become a measure of secondary school teachers.

Action 2.2: While no change in the action, BUSD plans to increase capacity by adding a 0.4 FTE for 504 coordination and support using local funds (BSEP) beginning in 26-27

Action 2.6: Expand impact from Integrated ELD district wide trainings into Site Wednesday professional learning with associated instructional rounds.

Action 2.7: Math Coach - Move of part of district TSA from LCAP to EEF for 2025-26 and no longer included as contributing to unduplicated students. This FTE will be included as BSEP (local funds) and LCFF expense for 2026-27.

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
2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Provide identified TK-8 students additional support through Response to Intervention (RTI). RTI Teachers offer universal support in classroom practices for all students, targeted support for some students with short-term specific goals, or intensive support and evaluation for a few students.	$2,401,943.00	Yes
2.2	504 Coordinator	Provide support to and manage students with 504 plans. The Section 504 Coordinator will consult regularly with other staff and students to ensure that each child successfully completes their instructional program.	$213,592.00	No
2.3	Special Day Class	Provide and accommodate for the learning needs of students who require specialized direct instruction in a least restrictive setting outside of the general education classroom for the majority of the day in order to have reasonable opportunity to achieve appropriately ambitious IEP goals. The ESN-SDC emphasizes instruction on functional skills curriculum in the areas of communication, academics, independent living, social/adaptive skills, and beginning vocational skills training. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for	$781,403.00	No

Action #	Title	Description	Total Funds	Contributing
		Differentiated Assistance for students with disabilities for and ELA, Math, and Chronic Absenteeism.		
2.4	ELD Support at each School (TK-12)	Provide support and coordination for our multilingual language learners and implement the Multilingual Learner Master Plan. The ELD Site TSA provides designated ELD instruction (according to California state guidelines), monitors multilingual learner student progress to reclassification, completes ELPAC testing, co-facilitates ELAC meetings and attends related student meetings (i.e. IEP, SST, COS) for students on their caseload.	$1,986,686.00	Yes
2.5	ELD Teacher on Special Assignment (TK-12)	Support and monitor the implementation of the Multilingual Learner Master Plan. The ELD TSA provides coaching and support to ELD teachers in TK - 12th and the TWI program. In addition, the ELD TSA facilitates collaboration and professional development. The ELD TSA supports with district processes for reclassification, RFEP monitoring, ELAC and DELAC, and administration of the English Language Proficiency Assessments for California (ELPAC).	$138,749.00	Yes
2.6	Support for Long Term Multilingual Language Learners (MLLs)	Provide essential training for supporting academic language and writing across grade levels. By funding Constructing Meaning (CM) Training and Integrated English Language Development (ELD) strategies, the initiative aims to equip teachers with the process and tools for integrating explicit language instruction into content-area teaching. This approach ensures that instruction is driven by the content and academic language demands of discipline-specific learning, ultimately supporting ELLs and LTELs in accessing rigorous academic content and achieving academic success.	$30,000.00	No
2.7	Math Coaches and Support (TK-12)	Provide structured support to enhance teacher capacity and improve student outcomes in TK-12 mathematics, particularly for focal groups of underserved students. Through a range of instructional services and	$276,038.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, including coaching, workshops, and curriculum alignment efforts, math coaches and teacher leaders will aim to foster collaborative professional learning communities; promote equitable access to high-quality education; and use data to identify of areas for improvement, inform the selection of targeted initiatives, and evaluate the effectiveness of professional development efforts. In addition, the following groups of students need support to improve academic achievement in Math because of low performance on the 2023 Ca School Dashboard: • African American Students at the Longfellow Arts and Technology Middle • Multilingual Language Learners at Berkeley High • Socioeconomically Disadvantaged Students at Berkeley High • Students with Disabilities at Berkeley High • Students with Disabilities at Malcolm X Elementary		
2.8	Math Support Classes (6-8)	Provide structured support and intervention to accelerate mathematical growth in middle school students identified as need Tier 2 and 3 intervention in mathematics through targeted small class support, peer tutoring programs, and support and coaching for classroom teachers. Use of MTSS system for progress monitoring. In addition, the following groups of students need support to improve academic achievement in Math because of low performance on the 2023 Ca School Dashboard: • African American Students at the Longfellow Arts and Technology Middle • Multilingual Language Learners at Berkeley High • Socioeconomically Disadvantaged Students at Berkeley High • Students with Disabilities at Berkeley High • Students with Disabilities at Malcolm X Elementary	$176,351.00	Yes
2.9	Culturally Relevant Summer Partnerships	Provide expanded summer learning opportunities to focal student populations in alignment with the African American Success and ¡Adelante! Latinx Success initiatives. These specialized services include services	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		provided during summer and/or breaks that are culturally and linguistically responsive and inclusive. These services consider the outreach/recruitment, design, implementation and monitoring of services focused on academic success, sense of belonging, cultural affirmation, and/or social and emotional learning and wellness.		
2.10	Summer School CCSS Curriculum	Provide Common Core-aligned ELA and Math curriculum for the K-8 Summer School program to prevent summer reading loss and to accelerate achievement in Mathematics for students performing below grade level in Math. In addition, the following groups of students need support to improve academic achievement in ELA because of low performance on the 2023 CA School Dashboard: • African American Students at the Berkeley High • African American Students at the District • Multilingual Language Learners at Berkeley High • Hispanic Students at the Berkeley High • Socioeconomically Disadvantaged Students at Berkeley High • Socioeconomically Disadvantaged Students at Washington Elementary • Students with Disabilities at Berkeley High • Students with Disabilities at Malcolm X Elementary In addition, the following groups of students need support to improve academic achievement in Math because of low performance on the 2023 CA School Dashboard: • African American Students at the Longfellow Arts and Technology Middle • Multilingual Language Learners at Berkeley High • Socioeconomically Disadvantaged Students at Berkeley High • Students with Disabilities at Berkeley High • Students with Disabilities at Malcolm X Elementary		No

Action #	Title	Description	Total Funds	Contributing
2.11	Summer School for Incoming Seniors (BHS)	Provide summer school for incoming 12th graders and graduating seniors not on track to graduate.	$128,280.00	No
2.12	Orton-Gillingham and Wilson Reading Supports	Provide structured literacy training to site based literacy coaches, Response to Intervention Leads , Special Education Case Managers, and English Language Development teachers. This training will equip interventionists with the tools to teach students how language works and gives a strong foundation in how to explicitly teach our orthographic (spelling) system. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for and ELA.		No
2.13	MTSS Framework	Develop and implement an MTSS framework to articulate and define support for students in Tier 1, 2 and 3 in the areas of academics, attendance, behavior and social-emotional learning.	$0.00	No
2.14	Data Review and Progress Monitoring	Implement regular assessment cycles for data review and progress monitoring to analyze intervention for academics, attendance, behavior and social-emotional supports.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Berkeley began the engagement process by reviewing five years worth of engagement and feedback and then used that information to develop a series of listening sessions that began early in 2024 where BUSD staff met with staff, families and community members in open forum meetings to let them reflect on the previous feedback, share new feedback, and clarify important trends about what is working well and what needs to be improved within 7 thematic areas. That work informed the development of the 2024 LCAP survey where educational partners were asked to share feedback about the relevancy of the previous LCAP goals. Through that process, it was determined that Goal 3 from the previous LCAP should continue with just minor adjustments to continue the focus on improving student achievement as part of Pillar 2: Wellness and Belonging

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District Attendance Rate (see Appendix for detailed results for multiple student groups)	94.5%	95.1%	94.4%	All students will maintain or attain an attendance rate of at least 95% (see Appendix).	-0.1
3.2	% of students who are chronically absent (see Appendix for detailed results for multiple student groups)	13.8%	12.3%	11.7%	All students will make at least a 3% total decrease over three years (see Appendix).	-2.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	% of students suspended once or more (see Appendix for detailed results for multiple student groups)	1.8%	0.7%	1.2%	All students will maintain or attain a suspension rate of less than 2% (see Appendix).	-0.6
3.4	% of students expelled (see Appendix for detailed results for multiple student groups)	0.0%	0%	0%	All students will maintain a expulsion rate of less than 1% (see Appendix).	0, no change
3.10	% of students reporting "agree" or "strongly agree" for School Connectedness (annual CHKS survey) (see Appendix for detailed results for multiple student groups)	81% 5th grade 64% 7th grade 63% 9th grade 60% 11th grade	84% 5th grade 67% 7th grade 68% 9th grade 61% 11th grade	82% 5th grade 69% 7th grade 72% 9th grade 70% 11th grade	Increase or maintain to at or above 80% for all students in 5th grade and across all focal student groups Increase or maintain to at or above 70% for all students in MS and HS and across all focal student groups (see Appendix)	1, 5th grade 5, 7th grade 9, 9th grade 10, 11th grade
3.11	% of students reporting caring relationships with adults at school (see Appendix for detailed results for multiple student groups)	76% 5th grade 65% 7th grade 67% 9th grade 70% 11th grade	84% 5th grade 71% 7th grade 70% 9th grade 67% 11th grade	82% 5th grade 67% 7th grade 68% 9th grade 69% 11th grade	Increase or maintain to at or above 80% for all students in 5th grade and across all focal student groups Increase or maintain to at or above 70% for all students in MS and HS and across	6, 5th grade 2, 7th grade 1, 9th grade -1, 11th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					all focal student groups (see Appendix)	
3.13	% of schools in good or exemplary condition	100%	100%	100%	Maintain 100%	0, no change

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.

Successful Implementation: 3.5 PBIS - The district substantially implemented the planned PBIS and school climate actions during the 2025–26 school year and made meaningful progress in strengthening Tier 1 behavioral and classroom support systems across school sites. PBIS professional development was delivered during the districtwide Professional Development Day, with more than 80 certificated and classified staff members participating across two training sessions. In addition, targeted PBIS professional learning was provided directly to staff at all eight elementary school sites, supporting broader implementation of proactive behavior systems and consistent schoolwide expectations.

Beyond core PBIS training, the district expanded support through additional professional learning opportunities focused on Teacher Toolbox and Welcoming Schools practices. These trainings were delivered to school sites, teachers, staff teams, and individual classrooms requiring additional behavioral or classroom management support. The Climate and Culture TSA continued to provide ongoing coaching, technical assistance, consultation, and individualized support to teachers and school teams throughout the school year.

This included classroom modeling, problem-solving support for students with behavioral needs, assistance with implementation of restorative and proactive classroom practices, and coordination with school site teams to strengthen positive school climate systems.
To support implementation fidelity, school sites were also provided with consumable PBIS and Teacher Toolbox resources and materials, including posters, workbooks, student supports, teacher lanyards, and supplemental classroom resources based on site requests and identified needs. These materials helped increase consistency in behavioral language, expectations, and classroom management practices across sites and classrooms.

A significant success of implementation was the district's ability to expand access to PBIS-aligned professional learning and coaching support while also deepening integration between PBIS, social-emotional learning, restorative practices, and MTSS structures. Schools increasingly utilized proactive behavior supports and common classroom strategies to address student needs before behaviors escalated, contributing to stronger alignment between academic, behavioral, and social-emotional systems.

At the same time, implementation challenges remained. While all planned actions were implemented, the level of implementation varied across sites depending on staffing capacity, competing site priorities, and differing levels of readiness and familiarity with PBIS practices. Some sites required more intensive coaching and ongoing support to establish consistent Tier 1 systems and classroom implementation.

Additionally, the demand for individualized classroom and behavioral support exceeded available staffing capacity at times, limiting the ability to provide deeper coaching support to every requesting classroom immediately.

The district also recognized the need to continue strengthening data systems connected to behavior and SEL in order to better monitor the effectiveness of PBIS implementation over time. As a result, ongoing efforts are focused on increasing consistency of implementation across school sites, strengthening progress-monitoring systems, and further integrating PBIS within the district's broader MTSS framework. Overall, implementation of these actions contributed positively toward the articulated goal of improving school climate, strengthening proactive behavioral supports, and building more inclusive and supportive learning environments for students.

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

Action 3.5 - The 11% overbudget variance between Budgeted Expenditures and Estimated Actual Expenditures is due to salary adjustments that occurred during the fiscal year as a result of collective bargaining agreements. Compensation increases approved after the original budget was developed resulted in higher-than-anticipated personnel costs for salaries and associated benefits. These midyear adjustments contributed to actual expenditures exceeding the original budget allocation for this action.

Action 3.6 - The 29% underbudget variance between Budgeted Expenditures and Estimated Actual Expenditures is primarily due to the timing of invoice processing and payments for contracted community-based organization (CBO) services. At the time of reporting, several invoices had not yet been fully submitted or processed. The District anticipates that the full budgeted amount will be expended by the end of the fiscal year.

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

Berkeley Unified demonstrates strong foundational implementation of climate and engagement initiatives, reflected in multiple "Standard Met" local indicators, including Parent and Family Engagement, Implementation of Academic Standards, Access to a Broad Course of Study, and the Local Climate Survey. In addition, the district maintained a low suspension rate overall, with 1.5% of students suspended at least one day, representing a decline of 0.3 percentage points and earning a Green performance level on the 2025 California School Dashboard.

Despite these strengths, climate-related disparities persist for several focal student groups. Foster Youth remained disproportionately impacted, with 15% suspended at least one day, representing an increase of 12.5 percentage points since 2024. English Learners also experienced disproportionate suspension outcomes, with 2.6% suspended at least one day, an increase of 0.7 percentage points.

Chronic absenteeism, while improved overall, also remains a significant concern. Four focal student groups were identified in the Red performance band in 2025: African American students, with 27.7% chronically absent and an increase of 3.9 percentage points; students experiencing homelessness, with 47.6% chronically absent and an increase of 2.1 percentage points; socioeconomically disadvantaged students, with 22.6% chronically absent and performance maintained from 2024; and students with disabilities, with 23.6% chronically absent and an increase of 0.6 percentage points.

Overall, while Goal 3 actions have contributed to broad improvements in school culture, engagement, and safety, subgroup-specific outcomes remain inequitable, signaling the need for deeper and more consistent implementation of culturally responsive practices, restorative approaches, and targeted engagement supports for focal student groups.

3.01 Black/African American Success Framework Implementation- Implementation of the Black/African American Success Framework (AASF) continued to make meaningful progress during the 2025–26 school year by strengthening districtwide coordination, expanding targeted student supports, and increasing alignment across departments, schools, families, and community partners. The framework continued implementation of 51 strategic actions focused on improving academic performance, strengthening professional learning, creating inclusive school climates, and deepening family and community engagement. Key implementation efforts included STEP UP! to Middle School, College Bound programming, targeted sixth-grade supports, CLRR learning labs, transition fairs, advisory committee meetings, and Black Graduation celebrations. The district also strengthened partnerships with community organizations and continued collaboration through the Superintendent's African American Success Advisory Committee (AASAC) to monitor implementation and elevate student and family voice. The effectiveness of these actions is reflected in several emerging positive indicators. The district identified early signs of stabilization and modest improvement in ELA performance, particularly at the elementary level, while learning loss appears to have stabilized overall. Improved access to data through eduCLIMBER, stronger cross-departmental ownership, and increased integration of educational services also strengthened implementation and intervention coordination. At the same time, persistent challenges remain. Academic outcomes for Black/African American students continue to remain below district benchmarks, particularly in mathematics, and student focus groups continue to identify concerns related to disproportionality, relationships, culturally responsive instruction, and uneven access to supports across schools. Overall, Year 4 implementation demonstrates that the AASF is increasingly functioning as a coherent districtwide improvement system rather than a collection of isolated initiatives. The work has strengthened systems of support, improved coordination across programs, and created a stronger foundation for long-term progress toward improving outcomes and experiences for Black/African American students.
3.02 Restorative Justice Practices: Helped maintain low suspensions. However, disparities for African American students persist, suggesting there may be a lack of fidelity or cultural responsiveness in implementation.
3.03 Community-Based Cultural Events: Highly appreciated by families and aligned with inclusive practices. May need better integration into curricular and classroom culture year-round.
3.04 School Site Climate Teams and Site Plans: Contributed to strong local indicator ratings. However, effectiveness varies across the district.
3.05 Biannual School Climate and Family Surveys: Key data-gathering tool. Implementation strong, but more data is needed from Families with English Learners and Families of Students with Disabilities to improve for more representative insights.
3.06 Behavioral Health Services (TK–5 & BTA)- During the 2025–26 school year, behavioral health services continued to be provided to all elementary school sites and the Berkeley Technology Academy (BTA) through partnerships with BACR, CTI, Lifelong Medical, and Seneca. These partnerships expanded student access to counseling, mental health support, crisis response, case management, and social-emotional interventions designed to support student well-being and school engagement. Behavioral health partners worked collaboratively with school staff, counseling teams, administrators, and families to provide both preventative and responsive supports aligned to student needs. Services included individual and group counseling, classroom-based support, consultation with staff, family engagement, and referrals to additional community resources when appropriate. The effectiveness of these partnerships is reflected in the district's increased capacity to provide coordinated, school-based mental health supports and respond more proactively to student social-emotional and behavioral needs. These services also strengthened alignment between behavioral health systems, MTSS structures, attendance interventions, and school climate efforts, helping schools better support the whole child. At the same time, the district continues to recognize the growing complexity and

volume of student mental health needs across sites. While partnerships significantly increased access to support, demand for services often exceeded available staffing and provider capacity. As a result, ongoing efforts remain focused on strengthening coordination across providers, increasing consistency of supports across sites, and continuing to build integrated behavioral health systems that are sustainable and responsive to student needs.
3.07 Support for Student Affinity and Leadership Groups: Effective for increasing belonging among groups with representation (e.g., Latinx, LGBTQ+). However, some high-needs students (e.g., LTELs, students experiencing homelessness) may be underrepresented.
3.08 Interpretation and Translation Services: Well-aligned with equity goals, though staffing and availability at some events limited full access.
3.09 Site Council and ELAC Training: Important support action, especially where there's high turnover. Year-to-year continuity and deeper empowerment may benefit EL and Special Education families.
3.10 Intervention Counseling (Berkeley High School): This action directly supports unduplicated students (English Learners, Foster Youth, Low-Income) with school-based mental health and academic intervention counseling. It was moderately effective—students reported slight gains in school connectedness (+3% in 9th grade). However, the impact was not uniform across grade levels (e.g., a -3% decline in 11th grade), indicating a need for a continued focus.
3.11 LEAP Class (Berkeley High School): The LEAP model continued to provide targeted relationship-based academic and social-emotional support for a small group of Berkeley High students through progress monitoring, academic check-ins, pre-teaching support, and coordination across student support systems. Student feedback and staff observations indicated that participating students often experienced stronger connections with trusted adults and increased individualized support.However, evidence of broader academic impact remained mixed, and enrollment across sections was lower than originally anticipated. Given staffing considerations, implementation realities, and the need to prioritize resources toward higher-impact intervention structures, the district reduced the number of LEAP sections for 2025–26 while continuing to maintain targeted supports for students demonstrating the highest levels of need. Moving forward, elements of the LEAP approach—including relationship-centered case management, progress monitoring, and coordinated intervention support—will continue to inform broader MTSS and counseling practices at Berkeley High School.
3.12 During the 2025–26 school year, the district continued to strengthen attendance improvement efforts through ongoing collaboration with EveryDay Labs and expanded site-based attendance support systems. Through this partnership, 6,685 families received personalized attendance outreach through text messages and mailed attendance nudges designed to increase awareness of attendance patterns and encourage consistent school attendance. A total of 13,824 individualized mail nudges and 27,508 text nudges and attendance campaign messages were distributed to families throughout the school year. In addition to family outreach efforts, the district provided ongoing attendance-focused webinars and professional learning opportunities for site administrators, administrative assistants, attendance clerks, and other school staff. These trainings focused on attendance monitoring, intervention practices, communication strategies, and strengthening site-level systems to support improved student attendance and reduce chronic absenteeism. The district also regularly provided school sites with monthly attendance data reports to support ongoing progress monitoring and data-based decision-making. Differentiated support was provided to school sites based on attendance trends and identified needs, allowing schools with higher rates of chronic absenteeism to receive additional guidance, consultation, and intervention planning support. The effectiveness of these actions is reflected in the district's increased capacity to monitor attendance trends proactively, strengthen family communication around attendance, and support earlier intervention for students experiencing attendance concerns. Attendance systems are increasingly integrated within broader MTSS and student support structures, helping schools respond more consistently to barriers impacting student attendance and engagement. At the same time, chronic absenteeism continues to remain an area requiring ongoing focus, particularly for focal student populations and students experiencing social-emotional, health, transportation, or housing-related challenges. The district continues to refine attendance intervention

systems and strengthen collaboration between schools, families, and community partners in order to improve attendance outcomes and increase student connectedness to school.

Effectiveness of LEA-wide actions (3.3, 3.7, 3.8)

3.3 Students experiencing homelessness continue to face some of the most significant barriers to academic engagement, school stability, and long-term educational success. In Berkeley Unified School District (BUSD), 2025 California School Dashboard indicators demonstrate both areas of growth and continuing disparities, underscoring the critical need for targeted intervention, case management, and wraparound supports through McKinney-Vento services.

Chronic absenteeism remains one of the most significant concerns for students experiencing homelessness. In 2025, 47.6% of students experiencing homelessness were chronically absent—an increase of 2.1% from the previous year and substantially higher than the districtwide rate. These attendance patterns reflect the ongoing impact of housing instability, transportation barriers, family stress, and disrupted access to consistent school supports and instruction.

Discipline data also continue to highlight inequities. Although suspension rates for students experiencing homelessness improved, 5% of students experiencing homelessness were suspended at least one day, compared to 1.5% districtwide. These data reinforce the continued importance of trauma-informed practices, restorative approaches, relationship-based intervention, and coordinated behavioral supports that address the effects of instability and environmental stress rather than relying on exclusionary discipline practices.
Academic outcomes for students experiencing homelessness also remain significantly below district averages despite measurable growth. In English Language Arts, students experiencing homelessness performed 102.5 points below standard, reflecting an increase of 15.5 points from the prior year. In Mathematics, students experiencing homelessness performed 124.7 points below standard with an increase of 26.3 points. While these improvements represent meaningful growth, students experiencing homelessness continue to perform among the lowest of all focal student groups, highlighting the cumulative effects of interrupted learning, trauma, mobility, and inconsistent access to educational resources and academic support.

3.7 Restorative Justice (RJ) Counselors continue to play an important role in supporting positive school climate across Berkeley Unified School District by coordinating restorative, relationship-centered supports for students and staff. Data from the 2025 California School Dashboard show that while the district’s overall suspension rate remained relatively low at 1.5%, significant disparities persist across several focal student groups, reinforcing the continued need for restorative and preventative behavioral supports.

Suspension data reveal disproportionate impacts for historically underserved student groups. African American students experienced a suspension rate of 4.9%, despite a decline of 1.8% from the prior year and movement into the Yellow performance band. Students with Disabilities had a suspension rate of 5%, reflecting a decline of 0.9%, while students experiencing homelessness were suspended at a rate of 5%, representing a 2.4% decline since 2024. Long-Term English Learners experienced a suspension rate of 6.6%, despite a slight decline from the previous year. Socioeconomically disadvantaged students had a suspension rate of 3.1%, improving by 0.7% and moving into the Green indicator band. Foster youth also continued to experience disproportionately high suspension rates, highlighting the need for ongoing targeted intervention and relational support systems.

These disparities are particularly concerning during the middle school years, when students often experience increased behavioral, social-emotional, and developmental challenges. Without proactive support systems, exclusionary discipline practices can contribute to disengagement, disconnection from school, and long-term academic impacts.

To address these inequities, Berkeley Unified continues investing in Restorative Justice Counselors at the middle school level (Grades 6–8). RJ counselors contribute to positive school climate by embedding restorative practices into daily school routines, relationship-building structures, and responses to conflict and harm. Their work includes facilitating restorative circles and community-building practices, supporting students individually and in small groups, partnering with staff to implement restorative interventions, and reducing reliance on exclusionary discipline through restorative conversations, mediation, and accountability processes.

By prioritizing proactive relationship-building, culturally responsive practices, and inclusive conflict resolution strategies, RJ counselors help strengthen student belonging, reduce suspensions, and increase engagement—particularly for students disproportionately impacted by inequitable discipline outcomes. Ongoing success will continue to be measured through reductions in suspension disparities, improved school climate indicators, and increased student connectedness among African American students, low-income students, multilingual learners, students with disabilities, foster youth, and students experiencing homelessness.

This investment reflects Berkeley Unified's ongoing commitment to equity-driven, restorative approaches that foster safe, supportive, and inclusive learning environments where all students feel valued, respected, and connected to school.

3.8 Berkeley High School has made progress in reducing exclusionary discipline overall, yet 2025 California School Dashboard data highlight both areas of improvement and persistent disproportionality among focal student groups. The overall suspension rate remained at 2.2% of students suspended at least one day, maintaining a yellow performance level with no change from 2024.Disaggregated subgroup data, however, reveal continued disparities. English Learners had a suspension rate of 7.5%, an increase of 4.7 percentage points, while Long-Term English Learners reached 7.9%, an increase of 3.5 percentage points from 2024. Socioeconomically disadvantaged students had a suspension rate of 5.1%, increasing 0.4 percentage points, and Asian students increased to 2.8%, an increase of 2 percentage points. At the same time, some focal groups demonstrated improvement. African American students moved into the Yellow performance band with 7.5% suspended at least one day, representing a decline of 0.3 percentage points, while students experiencing homelessness improved to 5.4% suspended at least one day, a decline of 1.4 percentage points. In contrast, White students had a suspension rate of 1.2%, while Filipino students had 0% suspended at least one day.

The continued implementation of Restorative Justice (RJ) services and RJ Counselors at the middle school level is intended to reduce suspensions across all student groups while specifically addressing disproportionately high rates among focal populations. These efforts are designed to strengthen school climate, increase student engagement, and foster a stronger sense of belonging, accountability, and community. Currently, two classified full-time equivalent staff support Restorative Justice practices at Berkeley High through the Wellness Center, working collaboratively with the Mental Health Counselor and administration team. In addition, the supervising Vice Principal and RJ Counselor are expanding proactive restorative circles within classrooms to provide relationship-building opportunities and facilitate supportive counseling and SEL-focused discussions.

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.

3.11 LEAP Class (Berkeley High School): LEAP classes have a low student to teacher ratio and have not demonstrated quantitative impact on student achievement. Given staffing considerations, implementation realities, and the need to prioritize resources toward higher-impact intervention structures, the district reduced the number of LEAP sections for 2025–26 and will continue to reduce for the 2026-27 school year, while continuing to maintain targeted supports for students demonstrating the highest levels of need.

2025-2026 Learning Recovery Emergency Block Grant
BUSD will use $200,000 of LREBG funds for 2025-26 to support students with Action 3.2: ¡Adelante! Latinx Success Initiative by developing, coordinating, supporting, and monitoring implementation of the activities outlined in the Latinx Resolution (2021). This action aligns activities and metrics with the four goals of the ¡Adelante! initiative: 1) ¡Sí, soy! Affirm Latinx culture, history, and language; 2) ¡Sí, puedo! Build capacity and empower Latinx students and families; 3) ¡Sí, voy! Ensure Latinx student college and career readiness. Activities include cohort-based programming such as Puente, family learning and leadership opportunities including Líderes Latinx, two-way immersion program support, and affinity spaces that foster belonging, engagement, and academic success for Latinx students and families. LREBG funds support the Puente Counselor position as part of this initiative. Research shows that culturally responsive education, strong family-school partnerships, identity-affirming environments, and college-going supports improve outcomes for Latinx students. Research from The Education Trust and The Education Alliance at Brown University demonstrates that culturally sustaining practices and affirming students' linguistic and cultural identities increase student engagement, belonging, academic achievement, and persistence. Studies on programs such as Puente and family leadership initiatives further show that cohort-based supports, mentorship, and family engagement strengthen college readiness, educational attainment, and school connectedness for Latinx students. This action supports implementation of the Latinx Resolution (2021) by creating systems and opportunities that affirm, empower, and prepare Latinx students and families for long-term success. The metrics being used to monitor the action are Goal 1, Metric 8a: State College/Career Indicator – Percent Prepared; Goal 3, Priority 6c: Percentage of Hispanic/Latinx students reporting caring relationships with adults at school; Goal 3, Priority 6c: Percentage of Hispanic/Latinx students reporting feeling connected to school; Goal 4e: Percentage of English Learner students making progress toward English language proficiency on the ELPAC; and Goal 4, Priority 6c: Percentage of parents/families with Multilingual Language Learners who report that school is a welcoming environment.This action is aligned with the Allowable Use of Funds sections 32 and 52, specifically category B.ii, as it is designed to accelerate student progress and address learning gaps in academic achievement and English language proficiency. This action is aligned with the Allowable Use of Funds sections 32 and 52, specifically category B.ii, as it is designed to accelerate student progress and address learning gaps in academic achievement and English language proficiency.

The district will support students with Action 3.6: Behavioral Health Services (TK–5 & BTA) through partnerships with BACR, CTI, Lifelong Medical, and Seneca to provide counseling, behavioral health supports, crisis response, and family-centered interventions across all elementary schools and BTA. $776,400 of LREBG funds will be used for School Year 2025-26 to fund the contracts stated above and a 0.5FTE BTA School Welfare and Attendance support This action strengthens student mental health, wellness, and school connectedness by increasing access to coordinated behavioral health supports within the school setting. Additional support is provided through a 0.5 FTE BTA School Welfare and Attendance position to strengthen student engagement, attendance, and family support systems. Research shows that school-based mental health services improve attendance, academic engagement, emotional regulation, and school connectedness, particularly when supports are integrated into the school day and coordinated with families and educators. Research from the Centers for Disease Control and Prevention (CDC) and the National Association of School Psychologists demonstrates that comprehensive behavioral

health services in schools strengthen student wellness, improve school connectedness, and support positive academic and social-emotional outcomes. Studies further show that coordinated school-based mental health systems are especially effective in reducing barriers to care and increasing access to services for students requiring additional behavioral and emotional supports. This action helps strengthen students' social-emotional well-being and increases access to coordinated behavioral health supports within the school setting. The metrics being used to monitor the action are Goal 3, Metric 5a: Attendance; Metric 5b: Chronic Absenteeism; and Metric 6c: California Healthy Kids Survey (CHKS) school connectedness and caring relationship with adults. This action is aligned with the Allowable Use of Funds sections 32 and 52, specifically category C, which supports the integration of evidence-based pupil supports to address barriers to learning, including the provision of health, counseling, and mental health services.

$508,280 of LREBG funds were used $508,280 for the 2025-2026 school year to support Action 3.10. BUSD will support students with Action 3.10: Intervention Counseling (BHS) by providing case management and targeted counseling services to focal students identified through transition rubrics from middle school to high school as potentially benefiting from additional support. Intervention counselors provide academic and socioemotional counseling, monitor student progress, coordinate interventions, and support student participation in extracurricular activities to strengthen school engagement and successful transitions into high school. This action is implemented at the high school level and is supported through a combination of LREBG, LCAP, and LCFF supplemental funds. Research shows that targeted school-based counseling, transition supports, and case management improve student engagement, attendance, academic persistence, and school connectedness, particularly during key transition periods such as middle school to high school. Research from the American School Counselor Association and the National Association of School Psychologists demonstrates that comprehensive counseling programs and early intervention systems help reduce dropout risk, improve socioemotional outcomes, and increase students' sense of belonging and readiness for high school success. Studies further indicate that mentoring, extracurricular engagement, and coordinated case management are especially effective for students identified as needing additional academic or social-emotional support during school transitions. These studies support the effectiveness of comprehensive school counseling, transition-focused interventions, mentoring, and case management in improving attendance, academic persistence, school connectedness, and socioemotional outcomes for students requiring additional support during key educational transitions. The metrics being used to monitor the action are Goal 3, Metric 5a: Attendance; Metric 5b: Chronic Absenteeism; and Metric 6c: California Healthy Kids Survey (CHKS) school connectedness and caring relationship with adults.This action aligns with the Allowable Use of Funds sections 32 and 52 under category C, supporting evidence-based pupil services that address barriers to learning, including health, counseling, and mental health supports.

2026-2027 Learning Recovery Emergency Block Grant
BUSD will support students with Action 3.2: ¡Adelante! Latinx Success Initiative by developing, coordinating, supporting, and monitoring implementation of the activities outlined in the Latinx Resolution (2021).
LREBG funds supporting this action will be $200,000 for 2026-27. This action aligns with the four goals of the ¡Adelante! initiative: affirming Latinx culture, history, and language; building capacity and empowering Latinx students and families; and ensuring Latinx student college and career readiness. Activities include cohort-based programming such as Puente, family learning and leadership opportunities including Líderes Latinx, two-way immersion program support, and affinity spaces that foster belonging and engagement for Latinx students and families. Research shows that culturally responsive education, strong family-school partnerships, identity-affirming environments, and college-going supports improve outcomes for Latinx students. Research from The Education Trust and The Education Alliance at Brown University demonstrates that culturally sustaining practices and affirming students' linguistic and cultural identities increase student engagement, belonging, academic achievement, and persistence. Studies on programs such as Puente and family leadership initiatives

further show that cohort-based supports, mentorship, and family engagement strengthen college readiness, educational attainment, and school connectedness for Latinx students. This action supports implementation of the Latinx Resolution (2021) by creating systems and opportunities that affirm, empower, and prepare Latinx students and families for long-term success. The metrics being used to monitor the action are Goal 1, Metric 8a: State College/Career Indicator – Percent Prepared; Goal 3, Priority 6c: Percentage of Hispanic/Latinx students reporting caring relationships with adults at school; Goal 3, Priority 6c: Percentage of Hispanic/Latinx students reporting feeling connected to school; Goal 4e: Percentage of English Learner students making progress toward English language proficiency on the ELPAC; and Goal 4, Priority 6c: Percentage of parents/families with Multilingual Language Learners who report that school is a welcoming environment.This action is aligned with the Allowable Use of Funds sections 32 and 52, specifically category B.ii, as it is designed to accelerate student progress and address learning gaps in academic achievement and English language proficiency.

BUSD will use $500,000 LREBG funds to support Action 3.6: Behavioral Health Services (TK-5 & BTA). This support will be through partnerships with BACR, CTI, Lifelong Medical, and Seneca to provide counseling, behavioral health supports, crisis response, and family-centered interventions across all elementary schools and BTA. This action strengthens students' social-emotional well-being and increases access to coordinated behavioral health supports within the school setting. Research shows that school-based mental health services improve attendance, academic engagement, emotional regulation, and school connectedness, particularly when supports are integrated into the school day and coordinated with families and educators. Research from the Centers for Disease Control and Prevention (CDC) and the National Association of School Psychologists demonstrates that comprehensive behavioral health services in schools strengthen student wellness, improve school connectedness, and support positive academic and social-emotional outcomes. Studies further show that coordinated school-based mental health systems are especially effective in reducing barriers to care and increasing access to services for students requiring additional behavioral and emotional supports. This action helps strengthen students' social-emotional well-being and increases access to coordinated behavioral health supports within the school setting. The metrics being used to monitor the action are Goal 3, Metric 5a: Attendance; Metric 5b: Chronic Absenteeism; and Metric 6c: California Healthy Kids Survey (CHKS) school connectedness and caring relationship with adults.This action is aligned with the Allowable Use of Funds sections 32 and 52, specifically category C, which supports the integration of evidence-based pupil supports to address barriers to learning, including the provision of health, counseling, and mental health services.

LREBG funds will be used to support Action 3.10: Intervention Counseling (BHS) with one intervention counselor totaling $160,000 for the 2026-27 school year. The district will support students with Action 3.10: Intervention Counseling (BHS) by providing case management and targeted counseling services to focal students identified through transition rubrics from middle school to high school as potentially benefiting from additional support. Intervention counselors provide academic and socioemotional counseling, monitor student progress, coordinate supports, and assist students in accessing extracurricular activities and school engagement opportunities to strengthen successful high school transitions. Research shows that targeted school-based counseling, transition supports, and case management improve student engagement, attendance, academic persistence, and school connectedness, particularly during critical transition periods such as middle school to high school. Research from the American School Counselor Association and the National Association of School Psychologists demonstrates that comprehensive counseling programs and early intervention systems help reduce dropout risk, improve socioemotional outcomes, and increase students' sense of belonging and readiness for high school success. Additional studies indicate that mentoring, extracurricular engagement, and coordinated case management are especially effective for students identified as needing additional academic or social-emotional support during school transitions. These findings support the effectiveness of comprehensive school counseling, transition-focused interventions, mentoring, and case management in improving attendance, academic persistence, school connectedness, and socioemotional outcomes for students requiring additional support. The metrics being used to monitor the action are

Goal 3, Metric 5a: Attendance; Metric 5b: Chronic Absenteeism; and Metric 6c: California Healthy Kids Survey (CHKS) school connectedness and caring relationship with adults.This action aligns with the Allowable Use of Funds sections 32 and 52 under category C, supporting evidence-based pupil services that address barriers to learning, including health, counseling, and mental health supports.

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	Black/African American Success Framework Implementation	Develop, coordinate, support, and monitor progress on the implementation of the activities of the African American Success Framework (AASF). Align activities and metrics with the four goals of the AASF: 1) Improve academic outcomes of Black/African American students; 2) Provide high-quality and differentiated professional learning to serve Black/African American students; 3) Create safe and inclusive school climates and culture for Black/African American students; 4) Engage Black/African American families and community members. Activities include cohort-based programming (e.g., Umoja), family learning and leadership (e.g., Superintendent's African American Success Advisory Committee), specialized coursework (e.g., Black Studies at BHS), and affinity spaces. FTE includes 1.0 African American Success Program Manager.	$91,506.00	No
3.2	¡Adelante! Latinx Success Initiative	Develop, coordinate, support, and monitor progress on the implementation of the activities of the ¡Adelante! Latinx Success Initiative as part of the Latinx Resolution (2021). Align activities and metrics with the four goals of the ¡Adelante! initiative: 1) ¡Sí, soy! Affirm Latinx culture, history, and language; 2) ¡Sí, puedo! Build capacity and empower Latinx students and families; 3) ¡Sí, voy! Ensure Latinx student college and career readiness. Activities include cohort-based programming (e.g., Puente), family learning and leadership (e.g., Líderes Latinx), two-way immersion program support, and affinity spaces.	$40,000.00	No
3.3	Intervention Services for Students	Case manage, outretach and provide services to students experiencing homeslessness under the McKinney-Vento Act. The McKinney-Vento counselor assists with the enrollment process, provides counseling support	$149,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Experiencing Homelessness	for both student(s) and family, coordinates access to community resources, provides emergency food referrals, and emergency Housing Referrals, provides basic supplies and transportation support, and facilitates connecting families with school and community resources. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for ELA, Math, Chronic Absenteeism, CCI.		
3.4	McKinney-Vento Training	Provide annual training to educate on the McKinney-Vento Act. This training will be delivered by the McKinney-Vento counselor and ACOE staff. (note that the budget for this action is $0 because the services are being provided through action 3.3)	$0.00	No
3.5	Coordination of School Based Services (TK-8)	Provide training and support to positively impact classroom and school environments. The Culture and Climate TSA and counselor facilitates school and district professional development in programs that support positive school climate and culture, safe and inclusive social interactions, including Positive Behavioral Intervention and Support (PBIS), Restorative Justice, Toolbox and Welcoming Schools.		No
3.6	Behavioral Health Services (TK-5 & BTA)	Provide support and services for students mental health and social emotional needs. At K-5 schools, provided mental health counselor through partnership with city agencies.	$500,000.00	No
3.7	Middle School Restorative Justice Counselors (6-8)	Contribute to positive school climate and increase student engagement by supporting restorative practices for students and staff. Restorative Justice counselors work with individual students and small groups to facilitate social-emotional and behavioral support.	$454,412.00	Yes
3.8	High School Restorative Justice Coordinators (BHS)	Provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension. Restorative Justice counselors work with individual	$97,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and small groups to facilitate social-emotional and behavioral support.		
3.9	Counseling (6-8)	Support students with counseling services to enhance students' success in school and to promote academic growth and personal/social development. Middle School Counselors provide individual and group counseling, professional development in the social/emotional needs of adolescents, conflict mediation, case management and referrals to community resources, and Restorative Practices.	$865,657.00	No
3.10	Intervention Counseling (BHS)	Provide case management to focal students identified through transition rubrics from middle school to high school as potentially benefiting from additional counseling services. Intervention counselors provide academic and socioemotional counseling as well as plan for extracurricular activities.	$181,525.00	Yes
3.11	LEAP Class (BHS)	Provide essential academic support to students that opt into the LEAP (Learn, Engage, Accelerate, Persist) course. LEAP teachers monitor students' performance in all coursework, supporting students in their academic, social, and emotional development. Conduct screening assessments and use data to identify additional coursework via MyPath to support standards-aligned content instruction and practice. LEAP class combines direct academic support and acceleration with a robust college and career readiness curriculum. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for Chronic Absenteeism. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for and Chronic Absenteeism.	$398,287.00	No
3.12	Improving Student Attendance	Systematize chronic absenteeism program to include: increased communications with families, incentive support, transportation support, individualized intervention/support, PD for staff, data monitoring support,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and early warning system for students at-risk of becoming chronically absent. In addition, the following student groups need additional support to improve attendance and reduce chronic absenteeism: • African American Students at the Berkeley Arts Magnet at Whittier • African American Students at the Longfellow Arts and Technology Middle • African American Students at the Washington Elementary • All Students at Berkeley Arts Magnet at Whittier • All Students at Cragmont Elementary • All Students at Longfellow Arts and Technology Middle • All Students at Thousand Oaks Elementary • All Students at Washington Elementary • Multilingual Language Learners at District • Multilingual Language Learners at the Sylvia Mendez Elementary • Multilingual Language Learners at the Thousand Oaks Elementary • Hispanic Students at the Berkeley Arts Magnet at Whittier • Hispanic Students at the District • Hispanic Students at the Emerson Elementary • Hispanic Students at the Longfellow Arts and Technology Middle • Hispanic Students at the Thousand Oaks Elementary • Hispanic Students at the Washington Elementary • Socioeconomically Disadvantaged Students at Berkeley Arts Magnet at Whittier • Socioeconomically Disadvantaged Students at Cragmont Elementary • Socioeconomically Disadvantaged Students at District • Socioeconomically Disadvantaged Students at Longfellow Arts and Technology Middle • Socioeconomically Disadvantaged Students at Thousand Oaks Elementary • Socioeconomically Disadvantaged Students at Washington Elementary • Socioeconomically Disadvantaged Students at Willard Middle • Students with Disabilities at Berkeley Arts Magnet at Whittier • Students with Disabilities at Cragmont Elementary • Students with Disabilities at District		

Action #	Title	Description	Total Funds	Contributing
		• Students with Disabilities at Longfellow Arts and Technology Middle • Students with Disabilities at Oxford Elementary at West Campus • Students with Disabilities at Sylvia Mendez Elementary • Students with Disabilities at Thousand Oaks Elementary • Students with Two Or More Races at District • Students with Two Or More Races at Longfellow Arts and Technology Middle • Students with Two Or More Races at Thousand Oaks Elementary • Students with Two Or More Races at Washington Elementary • White Students at Berkeley Arts Magnet at Whittier • White Students at Washington Elementary This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students experiencing Homelessness for Chronic Absenteeism. This action addresses the 2024 CA School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for and Chronic Absenteeism.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Berkeley began the engagement process by reviewing five years worth of engagement and feedback and then used that information to develop a series of listening sessions that began early in 2024 where BUSD staff met with staff, families and community members in open forum meetings to let them reflect on the previous feedback, share new feedback, and clarify important trends about what is working well and what needs to be improved within 7 thematic areas. That work informed the development of the 2024 LCAP survey where educational partners were asked to share feedback about the relevancy of the previous LCAP goals. Through that process and recommendations made by the district Parent Advisory Committee and English Learner Advisory Committee, it was determined that a new goal was necessary to focus on Pillar 3: Partnerships and Engagement

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	# of parents competing the annual LCAP/Strategic Plan survey	455	382	295	Increase to at or above 800	-160
4.2	% of schools with appropriately constituted SSCs	100%	100%	100%	Maintain 100%	0, no change
4.3	% Parents/Families with Multilingual Language Learners who feel school	75%	74%	63.16%	Increase to 80%	-11.84

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	is welcoming environment					
4.4	% of schools with appropriately constituted ELACs	100%	100%	100%	Maintain 100%	0, no change
4.5	% Parents/Families with students with disabilities who feel school is welcoming environment	67%	65%	73.47%	Increase to 75%	6.47

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.

Successful Implementation
4.1 Building Relational Trust: The Office of Family Engagement and Equity (OFEE) continued to strengthen relational trust with students, families, and community partners through culturally responsive engagement, advocacy, multilingual communication support, and direct family services. Districtwide, OFEE partnered with the Communications Department to provide interpretation, translation, and language access support for meetings, events, and family communications to increase equitable access for multilingual families. OFEE also coordinated emergency assistance efforts, including gift cards, basic needs support, and direct outreach to families experiencing hardship or crisis during the school year and holiday seasons.
OFEE Specialists built trusting relationships with families by providing culturally responsive, nonjudgmental support; helping families navigate school systems and resources; and participating in parent meetings to strengthen family advocacy and school-family collaboration. At the district level, OFEE collaborated with community organizations to host family engagement events, workshops, and referral partnerships that connected families to educational, legal, mental health, and community-based resources. OFEE also participated in district committees and advisory groups, including DELAC and AASAC, while supporting leadership development opportunities for families through initiatives such as the Latinos Unidos de Berkeley grant.
At the school-site level, OFEE Specialists hosted and attended family events, facilitated affinity spaces, supported family engagement efforts, connected families to basic needs resources and language services, and served as active members of school COST teams. Their work helped strengthen communication between schools and families while ensuring that family perspectives and lived experiences informed student support planning and intervention efforts.
Through these relationship-centered efforts, OFEE continued working to create welcoming, inclusive, and affirming school communities where families feel respected, valued, connected, and empowered to meaningfully engage in their children's educational experiences.

4.2 Leverage Community Assets: During the 2025–26 school year, the Office of Family Engagement and Equity (OFEE) continued leveraging community partnerships and local resources to strengthen support systems for students and families through basic needs

assistance, family engagement opportunities, and community capacity-building efforts. In partnership with community organizations, OFEE coordinated school supply giveaways, bi-weekly grocery deliveries, and monthly pop-up food pantries hosted across multiple school sites in collaboration with the Berkeley Food Network. Additional supports included emergency financial assistance through PTA partnerships, holiday gift cards funded by community donations, and holiday support checks provided through the Berkeley Holiday Fund.

OFEE also collaborated with community-based organizations to provide family education and empowerment opportunities, including Skilled Trades information sessions in partnership with the Alameda County Office of Education (ACOE) and Know Your Rights workshops in collaboration with organizations such as East Bay Sanctuary Covenant, Latinos Unidos de Berkeley, and the Multicultural Institute.
At the district level, OFEE continued building and sustaining relationships with community organizations to coordinate food security programs, emergency support systems, mental health partnerships connected to MHSSA work, and family-centered engagement opportunities. At the school-site level, OFEE staff connected families to community resources, supported affinity groups, distributed financial assistance to vulnerable families, and facilitated food access and wellness supports designed to reduce barriers to student participation, engagement, and well-being.

Through these coordinated partnerships and supports, the district strengthened its ability to respond to the diverse needs of students and families while increasing access to services, building relational trust, and reinforcing community-based approaches to family and student support.

4.3 Family Engagement Capacity Building: During the 2025–26 school year, the Office of Family Engagement and Equity (OFEE) expanded efforts to strengthen the capacity of both staff and families through professional learning, interdepartmental collaboration, and direct family support. OFEE implemented professional development sessions for Special Education Instructional Assistants focused on precision, consistency, and care in monitoring student progress and supporting students with disabilities. OFEE also partnered across departments to provide workshops, webinars, and informational sessions addressing student wellness, mental health, family engagement, and student success. Examples included collaboration with school psychologists to host a Youth Anxiety webinar series, along with partnerships with district departments and community organizations to increase family education and participation around key student support topics.
In addition to staff capacity-building, OFEE continued strengthening family engagement through workshops, forums, informational sessions, and individualized family coaching and support. OFEE staff regularly assisted families in navigating school systems, accessing resources, understanding student supports, and advocating for student needs. OFEE also played an active role in parent-teacher meetings and school-based problem-solving processes, helping strengthen communication, collaboration, and shared understanding between families and school staff.

Through these efforts, OFEE continued building stronger family-school partnerships, increasing access to information and support systems, and promoting more culturally responsive, inclusive, and relationship-centered engagement practices across Berkeley Unified School District.

Implementation Challenges
4.1 Build Relational Trust: During the 2025–26 school year, staffing shifts resulted in several new school-site assignments for OFEE Specialists across the district. As a result, some school communities that previously had established OFEE support experienced transitions in staffing, while other sites began working with new OFEE Specialists for the first time. Because relational trust and strong family-school partnerships are built over time through consistency, visibility, and ongoing relationship-building, these transitions required time for families, staff, and OFEE Specialists to establish or rebuild trust and familiarity within school communities.

Despite these changes, OFEE Specialists continued providing culturally responsive family engagement, advocacy, multilingual support, and direct outreach to students and families. OFEE staff remained active in supporting family-school communication, participating in school-site teams, connecting families to resources and services, and strengthening relationships between schools and historically underserved communities. The experience highlighted the importance of stable relationship-centered staffing structures and the time necessary to cultivate authentic partnerships that foster trust, engagement, and collaboration across school communities.

4.3 Family Engagement Capacity Building: During the 2025–26 school year, the district observed strong participation and engagement in parent workshops, informational sessions, and family events during the beginning of the school year, reflecting continued family interest in opportunities for connection, learning, and support. However, attendance and participation gradually declined as the school year progressed. This trend highlighted the ongoing challenge of sustaining family engagement consistently throughout the year, particularly as families balance work schedules, caregiving responsibilities, transportation barriers, and competing demands. The experience reinforced the importance of continuing to diversify engagement strategies, strengthen outreach efforts, increase flexibility in scheduling and access, and ensure workshops and events remain responsive to the evolving needs and interests of families across the district.

Modified Implementation
4.2 Leverage Community Assets - Expanding community partnerships with the City of Berkeley, Alameda County, and local organizations to provide resources and capacity building opportunities. Interns from UC Berkeley/Latinos Unidos de Berkeley supported resource organization.

4.3 Family Engagement Capacity Building - OFEE has made more specified efforts towards improving family capacity around attendance and literacy by coaching families, incentivising attendance, and working with site literacy coaches to support families and host events.

implementation of the LEA-wide actions (4.1, 4.4, 4.6, 4.7)
4.1 Building Relational Trust: The Office of Family Engagement and Equity (OFEE) continued strengthening relational trust with students, families, and school communities through culturally responsive engagement, advocacy, multilingual support, and direct family assistance. School sites regularly partnered with OFEE and the Communications Department to provide interpretation and translation support for meetings, school events, and family communications, helping ensure multilingual families had equitable access to information and participation opportunities. OFEE also coordinated emergency support for families experiencing crisis or hardship, including emergency funds, gift cards, and holiday assistance during the school year. These supports helped address immediate family needs while strengthening trust and connection between families and schools.

OFEE Specialists played an important role in building authentic relationships with families by providing culturally sensitive, relationship-centered, and nonjudgmental support. Specialists regularly joined parent meetings, school conferences, and problem-solving discussions to strengthen family advocacy efforts and support productive collaboration between families and school staff. Through ongoing outreach, resource navigation, and direct engagement, OFEE Specialists helped families feel heard, respected, and more connected to school communities and support systems.
Actions 4.4, 4.6, and 4.7 were implemented as planned

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 had some variance of alignment between planned expenditures and actual spending, mostly due to salary increases, health care costs, leaves of absences.

Action 4.6 Program Support and Evaluation: planned to spend $304k but only spent $268k because there was a staffing vacancy for part of the year.

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

Berkeley Unified has established strong foundational family engagement systems, earning a “Standard Met” rating on the Parent and Family Engagement local indicator through structures such as PAC, ELAC, School Site Councils, student leadership groups, and district survey cycles. However, engagement experiences continue to vary across sites and student groups, with some multilingual families, families of students with disabilities, and families experiencing homelessness reporting barriers to participation. While the district offers multiple opportunities for engagement, continued efforts are needed to strengthen accessibility, representation, and authentic partnership with all families.

4.01 Educational Partner Engagement Process: Well-aligned with state guidance; ensured wide consultation (PAC, DELAC, SSC). This appears to be effective structurally but there is a need to deepen the site-level follow-through and equity in voice. At the district level, the Office of Family Engagement builds relational trust with community partners by partnering to host events for BUSD families and establish referral systems. OFEE builds relational trust with families by supporting language services district wide, joining and supporting district level committees (AASAC, DELAC, etc) and developing family leaders with the Latinos Unidos de Berkeley grant. At the site level, OFEE Specialists host and attend school events, develop affinity groups, and advocate for families at school. They also provide additional basic needs resources and services, language services, and open and non-judgemental spaces for families to discuss sensitive issues.

4.02 Family Engagement PD for School Staff: Family engagement professional development and OFEE supports appear to be contributing positively to overall family engagement outcomes during Year 1 implementation, though continued work is needed to ensure all schools feel consistently welcoming and inclusive for families and caregivers. The Office of Family Engagement and Equity (OFEE) leverages community assets at the district level by building partnerships with community organizations to support basic needs events, food security programs, emergency and holiday assistance for families, and MHSSA-related mental health initiatives. At the site level, OFEE connects families to resources, supports affinity groups, distributes fiscal assistance to vulnerable families, and implements food security programs designed to reduce barriers to student engagement and success.

4.03 District Family Engagement Liaison: District Family Engagement Liaison efforts appear to be contributing positively to Year 1 family engagement outcomes overall, though continued work is needed to ensure all schools feel welcoming, inclusive, and accessible to families. The Office of Family Engagement and Equity (OFEE) builds the capacity of BUSD staff through professional development sessions and interdepartmental collaboration designed to support workshops, information sessions, and outreach for families. OFEE also builds family capacity by hosting workshops, forums, and informational events, while providing individual coaching and advocacy support for students and

caregivers. In addition, OFEE staff support parent-teacher meetings and family-school communication in ways that strengthen advocacy skills, relationship-building, and shared understanding between families and school staff.

4.04 District-Level Partner Engagement: District-level partner engagement efforts continued to serve as an important structure for elevating historically underrepresented voices, strengthening educational partner collaboration, and increasing opportunities for family and community input across Berkeley Unified School District. Advisory groups, partner forums, and district engagement spaces supported ongoing dialogue, advocacy, and relationship-building between families, community members, and district staff. While these efforts have strengthened opportunities for participation and feedback, educational partner data and engagement trends indicate that additional work is still needed to expand the districtwide impact of these efforts and further strengthen families' overall sense of connectedness to schools and the broader district community.

In addition, the district's two Student Welfare Advocates (SWAs) continued staffing the On Campus Intervention (OCI) office, where they supported attendance and behavioral intervention efforts through referrals, School Attendance Review Team (SART) processes, attendance case management, and pilot home visit efforts. Through relationship-based outreach and intervention support, SWAs worked collaboratively with students, families, and school teams to improve engagement, reduce barriers to attendance, strengthen family-school communication, and reconnect students to school supports and services.

4.05 Communications & Surveys in Multiple Languages: Multilingual communication efforts and translated surveys continued to expand access to district information and increase participation opportunities for families across Berkeley Unified School District. Translation and interpretation supports strengthened accessibility for multilingual families and supported broader participation in surveys, meetings, workshops, and district engagement efforts. For the 25-26 school year funds have been used to cover the costs of translation and interpretation at schools to allow full participation and engagement for parents/caregivers.

Although overall participation improved, representation across some focal student groups remained uneven. Educational partner feedback and participation data indicate that additional outreach and relationship-based engagement strategies are still needed to ensure historically underserved communities—including multilingual families, families experiencing housing insecurity, and other underrepresented groups—are more fully represented in district feedback, planning, and decision-making processes.
These findings reinforce the importance of continuing culturally responsive communication practices, expanding multilingual outreach, and strengthening targeted engagement efforts to improve equitable access, participation, and representation across all student and family groups.

4.06 Bilingual Parent Outreach Events: Bilingual parent outreach events continued to serve as an important culturally responsive family engagement strategy, strengthening relationships with multilingual families and increasing access to district information, resources, and school-based supports. These events were positively received by English Learner families and helped build trust, connection, and participation within school communities.
Educational partner feedback indicated that families value opportunities to engage in their home language and expressed interest in expanded support related to academic expectations, literacy and math strategies, college and career readiness, and navigating school systems. These findings reinforce the importance of continuing and expanding bilingual outreach efforts while strengthening the connection between family engagement activities and academic support for multilingual learners and their families.

This work was further strengthened through regular and consistent partnership with the district's Advisory and Joint Advisory Committees. Ongoing collaboration with these educational partner groups supported a high level of facilitation, technical assistance, and shared decision-making throughout the LCAP process. These partnerships continue to play a critical role in ensuring multilingual families and historically underrepresented communities have meaningful opportunities to provide input, monitor progress, and help shape district priorities and supports.

4.07 Annual Family Engagement Review: The Annual Family Engagement Review serves as a valuable reflection and continuous improvement tool for evaluating family engagement practices across the district. However, its overall effectiveness depends on how consistently insights and feedback are used to refine school site plans, strengthen implementation, and improve engagement outcomes for historically underserved families and communities.

Effectiveness of the LEA-wide actions (4.1, 4.4, 4.6, 4.7)
4.1 Building Relational Trust: Educational partner feedback from the 2026 LCAP Survey reinforced the importance of strengthening authentic, culturally responsive relationships between schools and families, particularly for historically underserved and underrepresented communities. Survey findings showed that many families value the strong relationships they have with individual teachers, counselors, and school staff, and respondents consistently identified diversity, inclusion, and caring educators as important strengths across Berkeley Unified. At the same time, families and students described ongoing inconsistencies in communication, access, and engagement across schools and classrooms.
Survey data also highlighted continued barriers for multilingual families, families of students with disabilities, and families from underrepresented communities in accessing school systems, participating in decision-making, and receiving clear and timely communication. Respondents emphasized the need for more inclusive outreach, expanded language access, stronger relationships with trusted adults, and more meaningful opportunities for families to engage as partners in their child's education.
Climate and family engagement survey results reflected both strengths and areas for growth. Many respondents agreed that schools create welcoming environments and that staff care about students; however, lower levels of agreement remained around communication consistency, opportunities for two-way engagement, and schools' ability to build trusting relationships with all families. Families of English Learners and students with disabilities generally reported stronger perceptions of care and inclusion, while also identifying the continued need for expanded outreach, culturally responsive engagement practices, and stronger systems of support.

In response to this feedback, Berkeley Unified continues to invest in relational trust-building efforts through the Office of Family Engagement and Equity (OFEE), multilingual outreach, culturally affirming engagement opportunities, advisory committees, and school-community partnerships. These efforts include bilingual family events, interpretation and translation services, targeted outreach to focal student groups, family coaching and navigation support, and collaboration with community-based organizations to increase access to resources and strengthen family-school partnerships.

This work is intentionally designed to reduce barriers that families may experience related to language, culture, access, or familiarity with school systems. By strengthening communication, increasing opportunities for meaningful participation, and building stronger relationships between families and school staff, the district aims to create more welcoming, responsive, and inclusive school communities where all families feel valued, respected, and connected.

The district will continue monitoring progress through climate surveys, family engagement data, participation in advisory structures, and educational partner feedback to ensure that relationship-building efforts lead to stronger family partnerships, increased engagement, and improved outcomes for students across Berkeley Unified.

4.4 Berkeley High School Attendance and Engagement Supports: Berkeley High School has demonstrated meaningful interventions in reducing chronic absenteeism over recent years; however, significant disparities persist among historically underserved student groups. During the 2024–25 school year, Berkeley High School's chronic absenteeism rate was 14%. In prior years, the school showed notable improvement, decreasing from 11.2% in 2021–22 to 10.6% in 2022–23 and 8.1% in 2023–24. Despite overall progress, subgroup data continue to reveal substantial inequities in attendance outcomes.

In the 2024-25 school year, African American students experienced the highest rates of chronic absenteeism at 21%, followed by Hispanic/Latino students at 15%. Among focal student groups, students experiencing homelessness had a chronic absenteeism rate of 42%, English Learners 26%, Students with Disabilities 22%, and socioeconomically disadvantaged students 20%. These data reflect the ongoing impact of systemic barriers, including housing instability, transportation challenges, unmet mental health needs, economic hardship, and limited access to consistent support systems.

To address these inequities, Berkeley High School continues implementing a proactive attendance intervention system centered around the On Campus Intervention (OCI) office. In collaboration with the Dean of Students and Dean of Attendance, the OCI team monitors real-time attendance and behavioral data to identify students requiring additional support and intervention early. Staff work closely with students and families to develop individualized intervention plans that respond to each student's unique needs and circumstances.
This work emphasizes early identification, relationship-centered intervention, coordinated case management, and culturally responsive communication, particularly for focal student groups such as multilingual learners, foster youth, socioeconomically disadvantaged students, and students experiencing homelessness. Through attendance monitoring, family outreach, restorative practices, and connection to school and community resources, Berkeley High aims to reduce barriers to attendance, strengthen student engagement, and ensure students remain connected to school, instruction, and pathways toward graduation and postsecondary success.

4.6 Data-Informed Engagement and College/Career Readiness: To strengthen student achievement, college access, and college awareness, teachers, counselors, and staff require timely and accurate student data to monitor progress, identify barriers, and provide responsive support. Data from the 2025 California School Dashboard demonstrate that while Berkeley Unified continues to maintain strong overall outcomes, significant disparities persist for unduplicated student groups, particularly English Learners and socioeconomically disadvantaged students.

In 2025, the districtwide graduation rate was 94.8%, while English Learners graduated at a rate of 86.8%, maintaining relatively stable performance from the previous year. Socioeconomically disadvantaged students graduated at a rate of 93.8%, reflecting an increase of 1.1% and movement into the Green performance band.

College and career readiness data also revealed important areas of progress and continued need. Socioeconomically disadvantaged students demonstrated significant growth, with 58.6% identified as "Prepared" on the College/Career Indicator (CCI), representing an increase of 12.2% and placement in the Blue performance band. However, only 28.8% of English Learners were identified as "Prepared," reflecting a decline of 5.1% and remaining substantially below the district average of 73%.

A-G completion data further highlight persistent opportunity gaps. As of May 1, 2026, 21.7% of English Learners and 40.2% of socioeconomically disadvantaged students completed A-G requirements, compared to 68% districtwide. These disparities reinforce the need for continued targeted intervention, progress monitoring, and stronger systems of academic, counseling, and postsecondary support for focal student groups.

These outcomes also underscore the importance of deepening educational partner engagement and ensuring district initiatives are informed by the voices, experiences, and needs of historically underserved families and students. Berkeley Unified continues strengthening stakeholder engagement through joint advisory committees, the Parent Advisory Committee (PAC), DELAC, and other collaborative engagement structures that provide families with meaningful opportunities to participate in decision-making, monitor progress, and shape district priorities.

The district continues providing facilitation, coordination, multilingual outreach, and technical support to strengthen authentic two-way engagement and ensure families of unduplicated students are not only informed, but actively involved in evaluating and improving programs intended to support student success. This work includes reviewing district initiatives through an equity lens, using real-time data to assess effectiveness, and aligning resources and supports to areas of highest student need.
Progress in this area continues to be considered “on track” due to the district’s strong and sustained partnerships with educational partners and the continued commitment to grounding decision-making in data, collaboration, and the lived experiences of Berkeley Unified students and families.

4.7 LCAP Strategic Planning and College/Career Readiness: To strengthen student achievement, college access, and college awareness, teachers, counselors, and staff require the coordinated support of the district’s LCAP strategic planning process to ensure resources, interventions, and student supports are aligned to areas of greatest need. Data from the 2025 California School Dashboard indicate that while Berkeley Unified maintains strong overall outcomes, significant disparities persist for unduplicated student groups, particularly English Learners and socioeconomically disadvantaged students.

In 2025, Berkeley Unified’s overall graduation rate was 94.8%. However, English Learners graduated at a rate of 86.8%, while socioeconomically disadvantaged students graduated at a rate of 93.8%. College and career readiness data reveal even greater disparities. While 73% of students districtwide were identified as “Prepared” on the College/Career Indicator (CCI), only 28.8% of English Learners and 34.6% of Long-Term English Learners (LTELs) met the Prepared level. Socioeconomically disadvantaged students demonstrated stronger growth, with 58.6% identified as Prepared in 2025, yet substantial gaps still remain when compared to district averages.

These data highlight persistent inequities in access to college and career readiness opportunities, academic preparation, and postsecondary pathways for focal student groups. The findings reinforce the need for enhanced, measurable, and targeted support systems that address both academic and systemic barriers impacting unduplicated students.

Through the LCAP strategic planning process, the district continues prioritizing supports such as expanded access to A-G aligned coursework, academic counseling, credit recovery opportunities, Career Technical Education (CTE) pathways, dual enrollment opportunities, college application and FAFSA support, and intervention systems designed to keep students on track toward graduation and postsecondary success. The district also continues strengthening culturally and linguistically responsive practices and multilingual supports to ensure programs are accessible and responsive to the needs of diverse student populations.

By aligning strategic planning, resource allocation, and accountability systems to these identified needs, Berkeley Unified aims to reduce longstanding opportunity gaps and improve graduation, college readiness, and career pathway outcomes for historically underserved student groups.

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.

DELAC Recommendation re: LCAP Action 4.5: Based on reflection and educational partner feedback, one change was made to the planned action for the coming year. While the overall goal, metrics, and target outcomes remain consistent, the district will strengthen and expand multilingual outreach and communication efforts to improve participation and representation among historically underrepresented families, particularly multilingual families and families experiencing barriers to engagement. This refinement reflects DELAC feedback emphasizing the importance of more targeted, culturally responsive communication and increased opportunities for meaningful family participation in district processes and decision-making.

The district will support students with Action 4.1: Build Relational Trust through humanizing, culturally responsive relationships between families, students, and BUSD staff. LREBG funds supporting this action: $126,365 per year through 2026-2027. This action focuses on supporting families of color, families experiencing poverty and/or homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth through community events, focal family coaching, interpretation support, family resource center services, and support provided by the Office of Family Engagement & Equity staff. Research shows that culturally responsive family engagement, relationship-centered practices, and strong school-family partnerships improve student attendance, academic achievement, belonging, and school connectedness. Research from the Dual Capacity-Building Framework for Family-School Partnerships and the National Association for Family, School, and Community Engagement demonstrates that trust-building, culturally sustaining communication, interpretation access, and authentic partnership opportunities increase family engagement and improve outcomes for historically underserved student groups. Additional studies show that relationship-based family support systems, including family resource centers, coaching, and community partnerships, are effective in reducing barriers to engagement for families experiencing poverty, housing instability, language barriers, and disability-related inequities. This action strengthens equitable family-school partnerships by increasing access, belonging, and collaboration between families, students, and BUSD staff. The metrics being used to monitor the action are Goal 3, Metric 5a: Attendance; Metric 5b: Chronic Absenteeism; and Metric 6c: California Healthy Kids Survey (CHKS) school connectedness and caring relationship with adults.

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	Build Relational Trust	Build relational trust through humanizing, culturally responsive relationships between families, students, and BUSD staff. Focus on	$1,080,405.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families of color, families experiencing poverty and/or homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth. Activities include community events, focal family coaching, interpretation support, and family resource center services. Includes support by the Office of Family Engagement & Equity staff.		
4.2	Leverage Community Assets	Understand and leverage the variety of assets and cultural wealth (i.e., strengths, experiences, resources) that our families and community members bring to our community, including connecting staff and families with community organizations, in order to address equity gaps and improve student outcomes. Activities include resource connections with families, community partnership organization, and support for family affinity spaces. Includes support by the Office of Family Engagement & Equity staff.	$0.00	No
4.3	Family Engagement Capacity Building	Build capacity of families to navigate the system and support their families and community via culturally responsive practices, emphasizing empowerment over dependency, and build capacity of educators to better engage families as partners in learning and leading. Activities include coaching for families and family engagement workshops for families and staff. Includes support by the Office of Family Engagement & Equity staff.	$85,000.00	Yes
4.4	High School attendance	Provide proactive and immediate support to students in attendance and behavior management, working through On Campus Intervention (OCI) office and in collaboration with the Dean of Students and Dean of Attendance to track behavior referral, attendance data, and work collaboratively with focal students and their families on intervention plans.	$106,528.00	Yes
4.5	Translation Costs	Support family communication and engagement with translation and interpretation services	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Program Support and Evaluation	Provide support to increase stakeholder participation with diverse groups and families of unduplicated students. Provide guidance and review of district programs and services for our educational partners with a focus on families of unduplicated students. Provide resources and a high level of facilitation, coordination, and technical support for our community, families, and students.	$339,408.00	Yes
4.7	Additional Supports and Services	Provide additional supports as needed with a focus on our unduplicated students that provide measurable, direct benefits to particular programs and services.	$316,328.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career. (The CCI was Red in 2023 and improved to Orange in 2024 with 5.8% prepared and a 5.8% increase. Additionally both the African American Student Group and Socioeconomically Disadvantaged Student Group had a Red rating for Suspensions in 2024).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed for the purpose of ensuring students at Berkeley Technology Academy are provided a broad spectrum of both educational and college/career readiness outcomes to support their success in school as part of the new Ed Code requirement for use of Equity Multiplier funds.

Goal 5 of the Berkeley Unified School District's LCAP is specifically designed to support students at Berkeley Technology Academy (BTA), a high-needs alternative school identified for Equity Multiplier funding. The goal focuses on improving college and career readiness outcomes and is highly relevant given the 2024 California School Dashboard results, which showed that only 5.8% of BTA students were identified as "Prepared" on the College/Career Indicator (CCI), with 0% of African American, Homeless, and Students with Disabilities meeting the benchmark. Additionally, suspension rates remain a critical issue, particularly for African American students (18.6%) and socioeconomically disadvantaged students (13.1%), both of whom received red performance levels on this indicator.

To address these urgent needs, the LCAP includes three targeted actions under Goal 5. Action 5.1 focuses on expanding college and career readiness supports by helping students identify and pursue postsecondary pathways. This directly contributes to improved CCI outcomes by increasing student access to A–G coursework, Career Technical Education (CTE), internships, and other pathway-aligned activities. Action 5.2 introduces Individual Learning Plans (ILPs) for every BTA student, offering a personalized tool to help them set goals, monitor progress, and plan for future success. These plans help keep students engaged in their learning and can also serve as an early intervention mechanism to support students at risk of disengagement or behavioral issues.

Perhaps most critically, Action 5.3 provides enhanced counseling and social-emotional support, including trauma-informed services. This is especially important for students facing chronic stress or behavioral challenges, who are often disproportionately represented in suspension data. By building strong adult-student relationships and addressing underlying emotional or mental health needs, this action is expected to

reduce suspensions and improve school climate. While suspension rate is not a standalone metric under Goal 5, the design of these actions is clearly aligned with addressing it.

Collectively, the actions and metrics in Goal 5 represent a comprehensive strategy to not only raise CCI scores but also reduce exclusionary discipline practices through individualized academic support and culturally responsive behavioral interventions. These efforts reflect a strong alignment with the intent of Equity Multiplier funding to close opportunity gaps for BTA's most underserved students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate as measured by the CA School Dashboard	97%	94.2%	92.7%	Maintain 95% or higher	-4.3
5.2	State College/Career Indicator - Percent Prepared *based on incorrect A-G completion	Overall: 0% prepared African American: 0% Students Experiencing Homelessness: 0% Socioeconomically Disadvantaged: 0% Two or More Races:0%	Overall: 5.8% African American: 0% Students Experiencing Homelessness: 0% Socioeconomically Disadvantaged: 7% Two or More Races: 25%	Overall: 2.6% African American: N/A Students Experiencing Homelessness: N/A Socioeconomically Disadvantaged: 0% Two or More Races: N/A	15%	Overall: 2.6 African American: no change Students Experiencing Homelessness: no change Socioeconomically Disadvantaged: no change Two or More Races:no change
5.3	CA School Dashboard - Suspension Rate	Overall: 13.7% African American: 17.1% Socioeconomically Disadvantaged: 11.3%	Overall: 10.6% African American: 18.6% Socioeconomically Disadvantaged: 13.1%	Overall: 2.7% African American: 5.4% Socioeconomically Disadvantaged: 4.1%	5%	Overall: -11 African American: -11.7 Socioeconomically Disadvantaged: -7.2

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.

Successful Implementation
BTA has made significant progress in expanding college and career readiness opportunities for students during the 2025–26 school year. Students participated in a variety of experiences designed to build awareness, preparation, and readiness for postsecondary pathways, including resume workshops, career fairs, higher education visits, partnerships with trade organizations, soft skills development workshops, and career planning sessions.
For the 2026–27 school year, the school plans to maintain a partial FTE Career Advisor position to continue coordinating and expanding these supports. In addition, the school anticipates offering up to four Career Technical Education (CTE) pathways/courses, including Public Health, Culinary Arts, Construction, and Arts, Media, and Entertainment (AME). These courses will provide students with hands-on learning experiences and increased exposure to career pathways and industry-aligned opportunities.

5.2 - BTA will also continue strengthening schoolwide implementation of Individual Learning Plans (ILPs) to ensure students receive ongoing college and career readiness supports aligned to their interests, goals, and postsecondary plans. Academic counselors meet regularly with BTA students. Foundational partners included Bridges and Youth Works and we continue to bring in additional partners.

5.3 - The advent of the Wellness Center has served to help centralize and expand mental health, social and emotional supports. The Wellness Center provides essential services to students in terms of mental health, physical health, and a space to recharge and reconnect. BTA will build out partnerships for SY26-27 with the hopes of increasing the presence of City of Berkeley staff and partner staff to provide increased touch points for our students to access counseling, sexual health services, and harm reduction counseling.

Implementation Challenges
5.1 - There have been some inconsistencies in implementation of this action. We have been identifying opportunities to identify post-secondary options for students and working to streamline and document consistently.

Modified Implementation
5.1 - Need more time to implement actions and build structures to support this action.
5.3 - Need to continue to review, understand and align mental health services for BTA students

Non-Implemented Actions
n/a

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

There was a material difference between the Budgeted Expenditures and the Estimated Actual Expenditures due to a transition in site leadership during the school year. As a result, the school shifted its focus toward reassessing and prioritizing student programming and support needs before fully implementing planned expenditures. Of the approximately $75,000 in remaining allocated funds, approximately $10,000 was expended to support immediate student needs and program continuity. The remaining funds were not fully utilized as the site engaged in a strategic reset to ensure future expenditures are aligned to identified student needs, school priorities, and improved service delivery outcomes.

Expenditure Differences: $65,000
Percentage Of Improved Service Differences: n/a

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

Goal 5 targeted Berkeley Technology Academy, the district's only Equity Multiplier school, with the goal of improving graduation and college/career readiness outcomes for students who have historically been underserved. Year 3 data reflect moderate success. The graduation rate remained relatively strong at 92.7%, despite a slight decline of 1.5 percentage points. At the same time, the College/Career Indicator (CCI) demonstrated improvement, increasing 2.6 percentage points, with socioeconomically disadvantaged students reaching the Blue performance level. These outcomes suggest continued progress in expanding postsecondary readiness opportunities while highlighting the need for sustained support and intervention.

Action 5.2 (Individual Learning Plans & Case Management) and Action 5.3 (BTA Career Readiness Programming) contributed positively to improving college and career readiness outcomes at Berkeley Technology Academy by expanding student access to internships, dual enrollment, career exploration, and individualized graduation planning. During the 2025–26 school year, BTA significantly increased college and career learning opportunities for students through resume workshops, career fairs, higher education visits, partnerships with trade organizations, soft skills development, and career planning workshops. These efforts supported more students in meeting College/Career Indicator (CCI) benchmarks and strengthened schoolwide implementation of Individual Learning Plans (ILPs).

At the same time, implementation challenges within Action 5.1 (Post-Secondary Options), including staffing turnover and inconsistent partner engagement, delayed full expansion of mentorship opportunities and career pathway programming. Given the high needs of the BTA student population, continued investment in flexible, trauma-informed programming, culturally relevant teaching, and coordinated college and career readiness systems remains essential.
For the 2026–27 school year, BTA plans to maintain a partial FTE Career Advisor position and expand career-connected learning opportunities through up to four Career Technical Education (CTE) courses, including Public Health, Culinary Arts, Construction, and Arts, Media, and Entertainment (AME). These pathways will provide students with hands-on learning experiences, career exposure activities, and stronger integration between counseling, academic recovery, ILPs, and workforce readiness supports.

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.

Retain the required 3-year action for:
-All Students - CCI

Action 5.3 is specifically designed to address the needs of two focal student groups identified among the lowest-performing groups on the 2025 California School Dashboard: Students with Disabilities (SWD) and socioeconomically disadvantaged (SED) students. Dashboard indicators reveal significant disparities for these student groups across multiple outcome areas. Students with Disabilities experienced a suspension rate of 7.1% suspended at least one day and a graduation rate of 89.5%, both reflecting ongoing challenges related to school engagement, behavioral support, and access to equitable learning opportunities. Socioeconomically disadvantaged students demonstrated particularly significant academic needs at the identified school site, performing 233.6 points below standard in English Language Arts and 290.2 points below standard in Mathematics.

These outcomes highlight the urgent need for targeted academic intervention, inclusive instructional practices, behavioral and social-emotional supports, and coordinated systems of intervention designed to improve student engagement, achievement, and graduation outcomes. Action 5.3 is intended to strengthen supports for these focal student groups through data-informed intervention, progress monitoring, relationship-centered practices, and increased access to academic and behavioral supports aligned to student need.

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
5.1	College/Career Readiness Supports	All BTA students will have clear pathways to post-secondary options. BTA staff will support the improvement of student goal-setting for post-secondary options. This is a required action following the 2023 CA School Dashboard to improve CCI rates for all students with a particular focus on African American students.	$65,000.00	No
5.2	Individual Learning Plans	Create Individual Learning Plan (ILP) for all students to plan post-secondary opportunities and pathways	$0.00	No
5.3	Counseling Support	Increase access and utilization of social and emotional support for all students to ensure healing and community. Identify students with traumas and provide them with resources, including counseling, access to mental	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		health, academic and behavioral supports, and other areas of need. Funding for this item will be determined later once funding allocations are set by the State.		

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
$$6,788,160	$

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
6.132%	0.000%	$0.00	6.132%

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
1.4	**Action:** Literacy Coaches (TK-8) **Need:** Unduplicated pupils, including English learners, low-income students, students experiencing homelessness, African American students, Long-Term English Learners, and students with disabilities, continue to demonstrate disproportionate academic outcomes in English Language Arts and	This action addresses the identified needs of unduplicated pupils by strengthening literacy instruction, intervention, and progress monitoring systems to accelerate academic outcomes for students experiencing persistent achievement gaps in English Language Arts and Mathematics. Through structured coaching and professional learning, Literacy Coaches support classroom teachers in implementing high-quality, culturally responsive literacy pedagogy, curriculum, and assessment-driven instruction aligned to district	CAASP English Language Arts

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
	Mathematics when compared to district averages. While Berkeley Unified achieved overall Blue status in both ELA and Mathematics on the 2025 California School Dashboard, focal student groups continue to perform below standard across multiple indicators. In English Language Arts, students experiencing homelessness scored 102.5 points below standard, Long-Term English Learners scored 95.4 points below standard, and students with disabilities scored 78.6 points below standard. In Mathematics, students experiencing homelessness scored 124.7 points below standard, students with disabilities scored 101.3 points below standard, African American students scored 94.8 points below standard, and Long-Term English Learners scored 140.7 points below standard. Although many student groups demonstrated improvement from the prior year, persistent achievement gaps remain and indicate a continued need for targeted academic intervention, culturally responsive instruction, and equitable access to grade-level learning opportunities. Additional Dashboard indicators demonstrate that unduplicated student groups continue to experience disproportionate barriers to educational access, engagement, and college and career readiness. Chronic absenteeism rates remain significantly elevated for students experiencing homelessness (47.6%, Red), African American students (27.7%, Red), socioeconomically disadvantaged students (22.6%, Red), and students with disabilities	instructional priorities. In addition, students with unfinished learning receive intensive one-on-one reading support, targeted small-group intervention, and differentiated academic supports designed to address foundational literacy needs and improve access to grade-level content. The district's MTSS data systems, including DIBELS and STAR universal screening assessments, support ongoing progress monitoring, early identification of student needs, and timely intervention adjustments to ensure students receive responsive and targeted support. This action is principally directed toward unduplicated pupils because 2025 California School Dashboard data and local measures continue to demonstrate persistent disparities in academic achievement and educational outcomes for focal student groups. Although Berkeley Unified maintained overall Blue performance in both ELA and Mathematics, students experiencing homelessness, Long-Term English Learners, African American students, socioeconomically disadvantaged students, and students with disabilities continue to perform below district averages across multiple indicators. In ELA, students experiencing homelessness scored 102.5 points below standard, Long-Term English Learners scored 95.4 points below standard, and students with disabilities scored 78.6 points below standard. In Mathematics, students experiencing homelessness scored 124.7 points below standard, Long-Term English Learners scored 140.7 points below standard, African American students scored 94.8 points below standard, and students with disabilities scored 101.3 points	

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
	(23.6%, Red). English learners and students with disabilities also continue to demonstrate lower rates of College and Career readiness, with only 28.8% of English learners and 29.3% of students with disabilities meeting the Prepared level on the College/Career Indicator. Graduation outcomes, while improved overall, remain lower for English learners (86.8%), students experiencing homelessness (87.2%), and students with disabilities (85.7%) when compared to the district average of 94.8%. These data indicate a continued need for coordinated academic, attendance, behavioral, and social-emotional supports designed to improve engagement, accelerate achievement, and expand equitable access to postsecondary opportunities for historically underserved student groups. Unduplicated pupils also require additional instructional and intervention supports that are responsive to varying learning needs and barriers to academic success. Berkeley Unified's Differentiated Assistance review identified students experiencing homelessness and students with disabilities as student groups contributing to the district's eligibility for Differentiated Assistance, particularly in the areas of literacy achievement and chronic absenteeism. Continued investment in Multi-Tiered Systems of Support (MTSS), literacy and mathematics intervention, evidence-based instructional practices, attendance intervention systems, culturally and linguistically responsive family engagement, mental health supports, and progress monitoring systems	below standard. Chronic absenteeism also remains disproportionately high for students experiencing homelessness, African American students, socioeconomically disadvantaged students, and students with disabilities. These outcomes highlight the continued need for intensified literacy and mathematics intervention, targeted instructional support, progress monitoring, and equitable access to high-quality instruction and intervention systems for historically underserved students. Berkeley Unified's Differentiated Assistance review further identified students experiencing homelessness and students with disabilities as focal student groups requiring additional support related to literacy achievement and chronic absenteeism. This action is provided on an LEA-wide basis because strengthening literacy outcomes and improving instructional consistency require a coherent districtwide approach across all schools and grade spans. Providing districtwide literacy coaching, intervention systems, universal screening, and MTSS-aligned progress monitoring ensures that educators have the tools, training, and support necessary to implement evidence-based instructional practices with fidelity and respond effectively to the needs of focal student groups. Districtwide implementation also supports consistent access to intervention services, coordinated data review practices, and equitable allocation of resources across schools. While all students benefit from stronger literacy instruction and intervention systems, this action is expected to have a disproportionately positive impact on unduplicated pupils by addressing unfinished	

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
	remains necessary to address unfinished learning and improve equitable outcomes for focal student groups. Districtwide implementation of these supports ensures consistent access to high-quality instruction, timely intervention, and coordinated services across schools while allowing Berkeley Unified to effectively address systemic opportunity gaps experienced by unduplicated pupils. **Scope:** LEA-wide	learning, improving access to targeted academic supports, increasing student engagement, and accelerating progress toward grade-level proficiency. Continued implementation of these supports remains necessary to address persistent opportunity gaps and improve outcomes for students most impacted by systemic inequities.	
1.11	**Action:** AVID (6-8) **Need:** Action 1.11 AVID continues to support student achievement, college awareness, and college access for historically underserved student groups, including English learners, socioeconomically disadvantaged students, African American students, Latinx students, multilingual learners, and first-generation college-bound students. Although Berkeley Unified demonstrated strong overall outcomes on the 2025 California School Dashboard, persistent disparities remain in college and career readiness and graduation outcomes for focal student groups. The districtwide College/Career Indicator (CCI) showed that 73% of students were identified as “Prepared,” while only 58.6% of socioeconomically disadvantaged students, 47.5% of African American students, and 28.8% of English learners met the “Prepared” level. Graduation	African American, Latinx, English Learner, socioeconomically disadvantaged, and first-generation college-bound students continue to experience disproportionate barriers to college and career readiness. Although Berkeley Unified’s overall graduation rate remained strong at 94.8% in 2025, California School Dashboard data reveal persistent disparities in College/Career Indicator (CCI) outcomes among focal student groups. African American students were identified as “Prepared” at a rate of 47.5%, Latinx students at 62.8%, socioeconomically disadvantaged students at 58.6%, and English learners at 28.8%, all below the district average of 73% and significantly below White students at 85.4%. Students with disabilities were also identified as “Prepared” at a rate of 29.3%. Graduation outcomes similarly reflected ongoing inequities, with English learners graduating at 86.8%, students experiencing homelessness at 87.2%, and students with disabilities at 85.7%, compared to the district average of 94.8%. Chronic absenteeism rates also remain disproportionately high for students	Graduation Rate, A-G Rate, CCI 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
	rate data also reflected continued disparities, with English learners graduating at a rate of 86.8% and students experiencing homelessness graduating at 87.2%, compared to the districtwide rate of 94.8%. These data indicate that while student groups have demonstrated growth over time, significant opportunity gaps persist in access to college and career readiness pathways and postsecondary preparation. Additional 2025 Dashboard indicators further demonstrate the need for targeted academic and engagement supports for historically underserved students. Chronic absenteeism rates remain disproportionately high for students experiencing homelessness (47.6%, Red), socioeconomically disadvantaged students (22.6%, Red), African American students (27.7%, Red), and English learners (17.8%, Yellow), all of which impact students' ability to fully engage in rigorous academic and college preparatory opportunities. Local climate survey data and family engagement feedback also identified the need to strengthen two-way communication, increase awareness of available college and career readiness programs, and improve culturally and linguistically responsive engagement practices for focal families. These outcomes reinforce the importance of programs such as AVID that provide structured academic support, college and career exploration, organizational and study skills development, mentoring, and increased access to rigorous coursework and	experiencing homelessness (47.6%), African American students (27.7%), socioeconomically disadvantaged students (22.6%), and English learners (17.8%), further impacting access to rigorous coursework, academic engagement, and postsecondary readiness opportunities. Student, family, and advisory committee feedback also identified a continued need for greater access to college-preparatory experiences, mentorship, academic support, culturally responsive engagement, and clearer pathways to postsecondary opportunities. Family engagement data reflected ongoing concerns regarding communication, awareness of available programs, and equitable access to college and career readiness supports for underrepresented families. Without sustained exposure to college-going culture, structured academic guidance, and relational support systems, many students—particularly students who are African American, Latinx, multilingual, low-income, or first in their family to attend college—continue to face systemic barriers to postsecondary access and success. To address these disparities, the district will continue to provide AVID (Advancement Via Individual Determination) courses and supports across middle and high schools. AVID is a nationally recognized college-readiness framework that combines rigorous coursework with explicit instruction in organization, study skills, writing, inquiry, collaboration, academic planning, and college and career exploration. Through AVID, students receive ongoing mentorship, academic counseling, tutoring, and exposure to college and	

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
	postsecondary pathways for historically underserved students. The identified needs are being addressed through AVID's districtwide implementation of college and career readiness supports beginning in middle school and extending through high school. AVID provides students with explicit instruction in organization, inquiry, collaboration, note-taking, and academic readiness skills while also increasing access to college awareness activities, tutoring, academic advising, and rigorous coursework opportunities. The action is provided on an LEA-wide basis because equitable access to college and career readiness pathways requires a coherent and coordinated districtwide system of support across schools and grade spans. Districtwide implementation ensures that focal student groups receive consistent access to academic guidance, culturally responsive support systems, and opportunities to build college-going knowledge and readiness over time. While all students benefit from strengthened college and career readiness systems, AVID is principally directed toward improving outcomes for unduplicated pupils and is expected to have a disproportionately positive impact on students who have historically experienced barriers to postsecondary access and success.. **Scope:** LEA-wide	career pathways designed to increase readiness for postsecondary success. AVID cohorts intentionally prioritize African American, Latinx, first-generation college students, English learners, and socioeconomically disadvantaged students, while AVID educators are trained in culturally responsive practices that affirm student identity and maintain high expectations for student achievement. This action is principally directed toward unduplicated students and is designed to provide sustained, structured support that expands access to rigorous coursework and strengthens college and career readiness outcomes for historically underserved student groups. The action is provided on an LEA-wide basis because equitable access to college and career pathways requires a coordinated districtwide system of support that begins in middle school and continues through high school graduation. Districtwide implementation ensures that focal student groups receive consistent access to academic guidance, college awareness opportunities, mentoring, and rigorous learning experiences across school sites. While AVID is available to all qualifying students, the program is specifically intended to generate greater impact for unduplicated students who may have less access to academic supports, mentoring, and college-going social capital outside of school. By embedding long-term academic and relational supports within the school day, AVID helps address persistent opportunity gaps and improve equitable access to postsecondary pathways and outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.12	**Action:** Bridge Program (BHS) **Need:** Bridge continues to support student achievement, college awareness, and college access for historically underserved students, including English learners, socioeconomically disadvantaged students, African American students, Latinx students, multilingual learners, and first-generation college-bound students. Although Berkeley Unified demonstrated strong overall outcomes on the 2025 California School Dashboard, persistent disparities remain in college and career readiness outcomes for focal student groups. The districtwide College/Career Indicator (CCI) showed that 73% of students were identified as “Prepared,” while only 58.6% of socioeconomically disadvantaged students, 47.5% of African American students, 62.8% of Latinx students, and 28.8% of English learners met the “Prepared” level. Graduation outcomes also reflected continued inequities, with English learners graduating at 86.8%, students experiencing homelessness at 87.2%, and students with disabilities at 85.7%, compared to the districtwide rate of 94.8%. Chronic absenteeism rates remain disproportionately high for students experiencing homelessness (47.6%), African American students (27.7%), socioeconomically disadvantaged students (22.6%), and English learners (17.8%), creating additional barriers to academic engagement and access to postsecondary pathways. These data reinforce	Unduplicated students at Berkeley High School, particularly first-generation college students, low-income students, English learners, African American students, Latinx students, and students experiencing homelessness, continue to face disproportionate barriers in accessing and succeeding in college-preparatory coursework and postsecondary planning pathways. Although Berkeley Unified’s overall graduation rate remained strong at 94.8%, 2025 California School Dashboard data continue to show persistent disparities in College/Career Indicator (CCI) outcomes for focal student groups. African American students were identified as “Prepared” at a rate of 47.5%, socioeconomically disadvantaged students at 58.6%, Latinx students at 62.8%, and English learners at only 28.8%, all below the district average of 73% and significantly below White students at 85.4%. Graduation outcomes similarly reflected ongoing inequities, with English learners graduating at 86.8%, students experiencing homelessness at 87.2%, and students with disabilities at 85.7%, compared to the district average of 94.8%. Chronic absenteeism rates also remain disproportionately high for students experiencing homelessness, African American students, socioeconomically disadvantaged students, and English learners, impacting students’ consistent access to rigorous coursework, academic engagement, and college readiness opportunities. Student and family feedback further identified the need for more structured, personalized support during key transition points—particularly the transition into high school—where academic rigor and social expectations intensify and students can quickly fall	Graduation Rate, A-G Rate, CCI Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the continued need for targeted, structured college-readiness programming that builds academic skills, college awareness, mentorship, and postsecondary access beginning in middle school and continuing through high school, particularly for students who are African American, Latinx, multilingual, low-income, or first in their family to attend college. Student, family, and advisory committee feedback also identified the need for greater access to culturally responsive college and career advising, mentorship opportunities, academic support, and clearer communication about postsecondary pathways and available resources. District advisory groups, including the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and African American Success Advisory Committee (AASAC), emphasized the importance of improving outreach and engagement for underrepresented families and ensuring that focal students have equitable access to rigorous coursework, college awareness activities, and college-going supports. Local survey data further indicated ongoing needs related to relationship-building, culturally responsive family engagement, and increasing opportunities for meaningful participation in decision-making and school partnerships. Without sustained academic guidance and exposure to college-going culture, many students continue to face systemic barriers to postsecondary access and success.	off track without early intervention, mentoring, and relationship-centered support. To address these identified needs, the district will continue to provide the Bridge Program at Berkeley High School to build a strong foundation for college-going success and improve postsecondary readiness for historically underserved students. The program includes a summer bridge component designed to support students' transition into high school by introducing academic expectations, building peer and adult connections, and strengthening academic and social-emotional readiness. During the school year, students participate in structured after-school academic support focused on organization, study skills, time management, access to technology, and college awareness activities. Participants also receive ongoing mentorship and relational support from trusted adults who serve as advocates and role models, reinforcing a college-going mindset and helping students navigate academic and personal challenges throughout high school. The program is intentionally designed to address the unique needs of unduplicated students by providing culturally responsive, relationship-centered support systems that begin before 9th grade and continue throughout students' high school experience. This action is principally directed toward unduplicated students because these student groups are more likely to experience barriers to academic engagement, access to college-going resources, and postsecondary planning support outside of school. The action is provided on a	

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
	To address these identified needs, the district will continue to implement Bridge programming designed to strengthen academic achievement, college awareness, leadership development, and postsecondary readiness for historically underserved students. Bridge provides structured academic support, mentorship, culturally responsive advising, college and career exploration, leadership opportunities, and family engagement supports intended to increase student connectedness and readiness for postsecondary success. This action is principally directed toward unduplicated students and is designed to provide sustained, relationship-centered support that expands access to rigorous learning opportunities and college-going pathways. The action is provided on an LEA-wide basis because equitable access to college and career readiness opportunities requires a coordinated districtwide system of support that connects middle school, high school, family engagement, and postsecondary planning efforts. While all students may benefit from expanded college awareness and support systems, Bridge is specifically intended to generate greater impact for students who have historically experienced barriers to college access, academic opportunity, and postsecondary success. **Scope:** LEA-wide	schoolwide basis at Berkeley High School because the school serves a large and diverse population of unduplicated pupils and because successful college and career readiness outcomes require coordinated systems of support embedded within the broader school environment. Schoolwide implementation allows the district to create inclusive structures that strengthen academic identity, increase access to rigorous coursework, and improve student connectedness while ensuring that focal student groups receive intensified support during critical transition periods. While all students may benefit from additional transition and mentorship supports, the Bridge Program is specifically intended to generate a greater impact for historically underserved students by improving attendance, engagement, persistence, enrollment in A-G coursework, and long-term college and career readiness outcomes.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Response to Intervention and Instruction (RtI2) (TK-8) **Need:** While Berkeley Unified School District continues to demonstrate strong overall academic performance, the 2025 California School Dashboard reveals persistent achievement gaps in both English Language Arts (ELA) and Mathematics, reinforcing the continued need for a strong Multi-Tiered System of Supports (MTSS) and Response to Intervention and Instruction (RtI²) framework to ensure all TK–8 students receive timely and appropriate academic intervention and support. Districtwide ELA performance was 52.1 points above standard, reflecting continued improvement; however, several focal student groups remained significantly below standard. Students experiencing homelessness performed 102.5 points below standard, Long-Term English Learners (LTELs) performed 95.4 points below standard, and students with disabilities performed 78.6 points below standard. Socioeconomically disadvantaged students remained 12.7 points below standard despite demonstrating growth. In Mathematics, districtwide performance was 34.3 points above standard, yet substantial subgroup disparities persisted. Students experiencing homelessness performed 124.7 points below standard, LTELs performed 140.7 points below standard, students with disabilities performed 101.3 points below standard,	Unduplicated students across Berkeley Unified School District—including socioeconomically disadvantaged students, English learners, Long-Term English Learners, African American students, students experiencing homelessness, foster youth, and students with disabilities—continue to experience disproportionately lower outcomes in English Language Arts and Mathematics. Although Berkeley Unified maintained strong overall district performance on the 2025 California School Dashboard, significant achievement gaps persist across focal student groups. In English Language Arts, students experiencing homelessness performed 102.5 points below standard, Long-Term English Learners performed 95.4 points below standard, and students with disabilities performed 78.6 points below standard. Socioeconomically disadvantaged students remained 12.7 points below standard despite demonstrating growth from the previous year. In Mathematics, students experiencing homelessness performed 124.7 points below standard, Long-Term English Learners performed 140.7 points below standard, students with disabilities performed 101.3 points below standard, African American students performed 94.8 points below standard, and socioeconomically disadvantaged students remained 32.4 points below standard. While growth data indicate improvement for many focal student groups, substantial proficiency gaps remain, reinforcing the continued need for strong early identification systems, targeted intervention, progress monitoring, and tiered academic supports—particularly during the foundational TK–	CAASPP ELA and Math

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	African American students performed 94.8 points below standard, and socioeconomically disadvantaged students remained 32.4 points below standard. Although growth data show that many focal student groups improved their performance from the prior year, significant proficiency gaps remain, particularly for students requiring intensified intervention and differentiated support. Additional Dashboard indicators further demonstrate the need for coordinated academic, attendance, behavioral, and social-emotional intervention systems for unduplicated pupils. Chronic absenteeism rates remain disproportionately high for students experiencing homelessness (47.6%, Red), socioeconomically disadvantaged students (22.6%, Red), African American students (27.7%, Red), and students with disabilities (23.6%, Red), all of which impact students' access to consistent instruction and intervention supports. Suspension rates also remain elevated for several focal student groups, including foster youth, students with disabilities, English learners, and African American students. Local survey and advisory feedback identified continued needs related to early identification of learning gaps, increased awareness of intervention resources, stronger communication with families regarding student progress, and expanded mental health and wellness supports for students. Berkeley Unified's Differentiated Assistance review further identified chronic absenteeism and literacy achievement for students experiencing	8 years when critical literacy and mathematics skills are developed. Additional Dashboard and local data further demonstrate the need for coordinated academic, attendance, behavioral, and social-emotional intervention systems for unduplicated pupils. Chronic absenteeism rates remain disproportionately high for students experiencing homelessness, African American students, socioeconomically disadvantaged students, and students with disabilities, limiting consistent access to instruction and intervention supports. Local climate and family engagement data also identified ongoing needs related to school connectedness, mental health supports, stronger communication with families regarding student progress, and expanded access to intervention resources. Educational partner feedback emphasized the importance of improving early identification practices, strengthening communication of screening and progress monitoring data to families, and ensuring that students receive timely and coordinated intervention before achievement gaps widen. Berkeley Unified's Differentiated Assistance review further identified literacy achievement and chronic absenteeism for students experiencing housing insecurity and students with disabilities as priority areas requiring systemic improvement efforts. To address these identified needs, the district continues to implement a comprehensive Response to Intervention and Instruction (RtI²) framework as part of an emerging Multi-Tiered System of Supports (MTSS) across TK–8 schools.	

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	housing insecurity and students with disabilities as priority areas requiring systemic improvement efforts. To address these identified needs, the district continues to implement a comprehensive MTSS and RtI² framework across TK–8 schools focused on early identification, targeted intervention, progress monitoring, and coordinated student support systems. This action includes the use of universal screening tools such as DIBELS and STAR Reading and Math assessments administered three times annually, data-informed instructional decision-making, tiered academic intervention, Student Study Team processes, attendance monitoring, behavioral supports, and collaboration between classroom teachers, intervention staff, and families. The district also continues to expand family communication practices related to screening and progress monitoring data and strengthen mental health and wellness supports aligned to student needs. This action is provided on an LEA-wide basis because the identified needs span multiple schools and grade levels and require a coordinated districtwide approach to ensure consistency in instructional practices, intervention systems, and access to support services. While all students benefit from strong intervention and progress monitoring systems, this action is principally directed toward improving outcomes for unduplicated pupils by addressing unfinished learning, increasing equitable access to timely intervention, strengthening student engagement, and	RtI² provides a continuum of support that includes strong Tier 1 classroom instruction, targeted Tier 2 interventions for students requiring additional support, and intensive Tier 3 interventions for students with persistent academic needs. The framework includes universal screening through DIBELS and STAR assessments administered three times annually, diagnostic assessments, regular progress monitoring, collaborative data review processes, Student Study Team supports, and coordinated intervention planning aligned to literacy, mathematics, and social-emotional learning needs. RtI teachers collaborate closely with classroom educators, intervention staff, and school teams to ensure interventions align with grade-level instruction and provide responsive support within the general education setting. The district has also strengthened communication systems with families regarding screening results, intervention progress, attendance, and available support services. This action is principally directed toward unduplicated students because these student groups are more likely to experience unfinished learning, inconsistent access to intervention, and systemic barriers that delay academic support. The action is provided on an LEA-wide basis because the identified needs span multiple schools and grade levels and require a coordinated districtwide approach to ensure consistency in intervention systems, instructional practices, progress monitoring, and access to support services. While all students benefit from strong instructional and intervention systems, RtI² is particularly impactful for unduplicated students	

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	accelerating progress toward grade-level proficiency. **Scope:** LEA-wide	because it embeds intervention within the school day, emphasizes proactive and data-informed support, strengthens educator capacity to differentiate instruction, and increases equitable access to timely academic and behavioral interventions. Through districtwide implementation, Berkeley Unified aims to reduce the number of students requiring intensive intervention over time, strengthen academic responsiveness, and improve long-term outcomes for unduplicated student groups in ELA and Mathematics.	
2.7	**Action:** Math Coaches and Support (TK-12) **Need:** n Mathematics, districtwide performance was 34.3 points above standard, reflecting an increase of 18.5 points from 2024. However, significant subgroup disparities persisted. Students experiencing homelessness increased 26.3 points but remained 124.7 points below standard. LTELs improved by 19.4 points yet continued to perform 140.7 points below standard, while Students with Disabilities increased 21 points but remained 101.3 points below standard. Socioeconomically disadvantaged students improved by 28.1 points but continued to perform 32.4 points below standard. While these data reflect meaningful growth across several focal student groups, substantial proficiency gaps remain. These outcomes reinforce the continued need for strong early identification systems, targeted	Unduplicated students across Berkeley Unified School District continue to experience persistent challenges in mathematics, particularly during the middle school years when mathematical concepts become more abstract and foundational gaps can widen. California Dashboard and local assessment data continue to show that African American students, multilingual learners, socioeconomically disadvantaged students, students experiencing homelessness, and Students with Disabilities perform disproportionately below standard in mathematics and remain overrepresented in the “Well Below Standard” range on CAASPP assessments. These trends highlight the ongoing need for targeted intervention and acceleration support during the critical transition from elementary to secondary mathematics. To address these disparities, the district continues implementing Math Support Classes in grades 6–8 designed to provide Tier 2 and Tier 3 intervention for students needing additional academic support. These classes offer smaller instructional settings where educators can provide targeted, differentiated instruction, scaffolded support, and	CAASP Math

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	intervention, regular progress monitoring, and tiered academic supports—particularly during the foundational TK–8 years when critical literacy and mathematics skills are developed Key Areas of Concern: At Martin Luther King Jr. Middle School, African American students continued to perform significantly below their peers and were identified in the Orange performance level for Mathematics on the 2025 California School Dashboard, scoring 59.4 points below standard. English Learners scored 67.7 points below standard and declined 6.4 points, while Hispanic students scored 7.3 points below standard with a decline of 10.1 points. These outcomes indicate a continued need for targeted academic supports, differentiated instruction, and equitable access to rigorous mathematics learning opportunities for focal student groups. **Scope:** LEA-wide	ongoing formative assessment aligned to student need. Supports include peer collaboration, academic coaching, intervention-focused instruction, and regular progress monitoring through the district's MTSS framework to ensure student growth is closely monitored and interventions are adjusted responsively. Students are identified for math support using multiple measures, including benchmark assessments, classroom performance, progress monitoring data, teacher recommendations, and state assessment outcomes. Intervention supports are designed to be flexible and responsive, ranging from short-term acceleration to more intensive long-term intervention, with the goal of strengthening foundational skills and supporting students' successful access to grade-level mathematics. This action is particularly important for unduplicated students, who often experience systemic barriers such as interrupted learning opportunities, limited access to outside tutoring or enrichment, language acquisition challenges, and longstanding opportunity gaps in mathematics achievement. By embedding intervention and targeted support within the school day, the district is working to ensure students receive equitable access to the instruction, time, and academic support needed to build confidence, strengthen mathematical understanding, and improve long-term outcomes. Math Support Classes are implemented across middle school sites serving high concentrations of	

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		unduplicated students and are closely connected to broader district MTSS, RtI², and progress monitoring systems. The district will continue monitoring student growth through local assessments, MTSS data systems, formative assessments, and CAASPP results to evaluate effectiveness, strengthen intervention practices, and improve mathematics outcomes for focal student groups.	
2.8	**Action:** Math Support Classes (6-8) **Need:** In Mathematics, districtwide performance was 34.3 points above standard, reflecting an increase of 18.5 points from 2024. However, significant subgroup disparities persisted. Students experiencing homelessness increased 26.3 points but remained 124.7 points below standard. LTELs improved by 19.4 points yet continued to perform 140.7 points below standard, while Students with Disabilities increased 21 points but remained 101.3 points below standard. Socioeconomically disadvantaged students improved by 28.1 points but continued to perform 32.4 points below standard. While these data reflect meaningful growth across several focal student groups, substantial proficiency gaps remain. These outcomes reinforce the continued need for strong early identification systems, targeted intervention, regular progress monitoring, and tiered academic supports—particularly during	Unduplicated students across Berkeley Unified School District continue to experience persistent challenges in mathematics, particularly during the middle school years when mathematical concepts become more abstract and foundational gaps can widen. California Dashboard and local assessment data continue to show that African American students, multilingual learners, socioeconomically disadvantaged students, students experiencing homelessness, and Students with Disabilities perform disproportionately below standard in mathematics and remain overrepresented in the “Well Below Standard” range on CAASPP assessments. These trends highlight the ongoing need for targeted intervention and acceleration support during the critical transition from elementary to secondary mathematics. To address these disparities, the district continues implementing Math Support Classes in grades 6–8 designed to provide Tier 2 and Tier 3 intervention for students needing additional academic support. These classes offer smaller instructional settings where educators can provide targeted, differentiated instruction, scaffolded support, and ongoing formative assessment aligned to student need. Supports include peer collaboration,	CAASPP math

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	the foundational TK–8 years when critical literacy and mathematics skills are developed Key Areas of Concern: At Martin Luther King Jr. Middle School, African American students continued to perform significantly below their peers and were identified in the Orange performance level for Mathematics on the 2025 California School Dashboard, scoring 59.4 points below standard. English Learners scored 67.7 points below standard and declined 6.4 points, while Hispanic students scored 7.3 points below standard with a decline of 10.1 points. These outcomes indicate a continued need for targeted academic supports, differentiated instruction, and equitable access to rigorous mathematics learning opportunities for focal student groups. **Scope:** LEA-wide	academic coaching, intervention-focused instruction, and regular progress monitoring through the district's MTSS framework to ensure student growth is closely monitored and interventions are adjusted responsively. Students are identified for math support using multiple measures, including benchmark assessments, classroom performance, progress monitoring data, teacher recommendations, and state assessment outcomes. Intervention supports are designed to be flexible and responsive, ranging from short-term acceleration to more intensive long-term intervention, with the goal of strengthening foundational skills and supporting students' successful access to grade-level mathematics. This action is particularly important for unduplicated students, who often experience systemic barriers such as interrupted learning opportunities, limited access to outside tutoring or enrichment, language acquisition challenges, and longstanding opportunity gaps in mathematics achievement. By embedding intervention and targeted support within the school day, the district is working to ensure students receive equitable access to the instruction, time, and academic support needed to build confidence, strengthen mathematical understanding, and improve long-term outcomes. Math Support Classes are implemented across middle school sites serving high concentrations of unduplicated students and are closely connected to broader district MTSS, RtI², and progress	

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		monitoring systems. The district will continue monitoring student growth through local assessments, MTSS data systems, formative assessments, and CAASPP results to evaluate effectiveness, strengthen intervention practices, and improve mathematics outcomes for focal student groups.	
3.7	**Action:** Middle School Restorative Justice Counselors (6-8) **Need:** Restorative Justice (RJ) Counselors contribute to a positive school climate by coordinating restorative supports and interventions for students and staff. Historical suspension data identified significant disparities among focal student groups. On the 2023 California School Dashboard, Foster Youth had a suspension rate of 19.2%, students experiencing homelessness had a suspension rate of 8.7%, and socioeconomically disadvantaged students had a suspension rate of 3.8%. More recent 2025 California School Dashboard data demonstrate overall district improvement, while continuing to reflect disproportionate outcomes for focal student groups. Berkeley Unified's overall suspension rate remained relatively low at 1.5%. African American students had a suspension rate of 4.9%, representing a decline of 1.8 percentage points. Students with disabilities were suspended at a rate of 5%, a decline of 0.9 percentage points, while Long-Term English Learners experienced a suspension rate of 6.6%, declining 0.5 percentage points.	African American students and socioeconomically disadvantaged students in Berkeley Unified middle schools continue to experience disproportionately high rates of exclusionary discipline, including suspensions, which can negatively impact academic engagement, school connectedness, and overall student well-being. California Dashboard data and local school climate data have consistently shown disparities in suspension outcomes for focal student groups, while educational partner feedback from students and families has highlighted concerns regarding inconsistent discipline practices, student belonging, and the need for more culturally responsive and relationship-centered approaches to student support. To address these disparities, the district continues to provide Restorative Justice (RJ) Counselors at middle school sites serving grades 6–8. RJ counselors work collaboratively with students, staff, administrators, and families to strengthen school climate and implement restorative practices that prioritize relationship-building, accountability, healing, and student re-engagement. Supports include individual counseling, restorative circles, small-group interventions, conflict mediation, social-emotional skill development, and alternatives to suspension designed to help	Suspension Rate

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	Socioeconomically disadvantaged students had a suspension rate of 3.1%, declining 0.7 percentage points, and students experiencing homelessness had a suspension rate of 5%, declining 2.4 percentage points. While these trends reflect meaningful progress, disparities remain, particularly in middle school grades where students often experience increasing behavioral and social-emotional challenges and are at heightened risk for disengagement through exclusionary discipline practices. To address these disparities, Berkeley Unified continues investing in Restorative Justice Counselors at the middle school level (Grades 6–8). RJ counselors support school climate and student engagement by embedding restorative practices into daily routines and responses to conflict. Their work includes leading restorative circles and community-building activities, providing individual and small-group support for students with social-emotional or behavioral needs, supporting staff with restorative interventions, and reducing reliance on exclusionary discipline through restorative conversations and accountability processes. By emphasizing proactive relationship-building, inclusive conflict resolution, and student-centered supports, RJ counselors help strengthen belonging, reduce suspensions, and increase engagement—particularly for students most impacted by inequitable discipline patterns. Success will continue to be measured through reductions in suspension rates and improvements in school climate outcomes for African American students,	students remain connected to instruction and school community. RJ counselors also play an important role within broader MTSS and school climate systems by supporting behavior interventions, facilitating restorative responses to conflict, and helping schools move from reactive discipline practices toward more proactive and preventative approaches. Their work creates structured opportunities for students—particularly those historically marginalized or disproportionately impacted by discipline—to reflect, rebuild relationships, and access support in a safe and affirming environment. While restorative practices benefit all students, this action is particularly impactful for focal student groups who are more likely to experience disciplinary referrals, disconnection from school, or barriers related to social-emotional well-being and school engagement. By embedding restorative counselors within middle school campuses, the district is working to strengthen equitable school climates, reduce suspensions, improve student connectedness, and ensure students receive timely, culturally responsive support that keeps them engaged in learning and community. The district is providing this action on a schoolwide basis across middle schools, many of which serve high percentages of unduplicated students. Effectiveness will be measured through reductions in suspension rates among focal student groups, improvements in student responses to school climate surveys, and increased use of restorative	

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	multilingual learners, socioeconomically disadvantaged students, students with disabilities, foster youth, and students experiencing homelessness. **Scope:** LEA-wide	practices as alternatives to exclusionary discipline. The district's goal is to continue reducing suspension rates for unduplicated students while increasing students' sense of belonging, school connectedness, and positive relationships with caring adults on campus over time..	
3.8	**Action:** High School Restorative Justice Coordinators (BHS) **Need:** Berkeley High School has made progress in reducing exclusionary discipline overall, yet data from the 2025 California School Dashboard continue to underscore persistent disparities and the need for sustained, targeted intervention. The overall suspension rate remained at 2.2% suspended at least one day, earning a Yellow performance level. However, disaggregated subgroup data reveal significant disproportionality across focal student groups. English Learners had a suspension rate of 7.5%, representing an increase of 4.7 percentage points. African American students were suspended at a rate of 7.5%, reflecting a decline of 0.3 percentage points, while students with disabilities also had a suspension rate of 7.5%, maintaining at -0.1 percentage points. Long-Term English Learners experienced the highest suspension	Berkeley High School continues to experience disparities in suspension rates, particularly among English Language Learners, African American and students with disabilities. Although overall suspension rates have declined in recent years, these student groups remain disproportionately impacted, as reflected in the district's broader Dashboard indicators and site-level data. Stakeholder feedback—including from students, families, and staff—has highlighted concerns about inconsistent discipline practices, lack of culturally responsive support structures, and the need for relational approaches that foster trust and accountability rather than exclusion. These disparities not only impact students' academic trajectories but also contribute to disengagement, chronic absenteeism, and long-term opportunity gaps. To address these challenges, Berkeley Unified provides Restorative Justice Coordinators at Berkeley High School. These staff members deliver case management and intervention services for students identified as at risk of suspension. Their work includes one-on-one support, peer mediation, restorative circles, and	Suspension rates

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	rate among focal groups at 7.9%, an increase of 3.5 percentage points. Socioeconomically disadvantaged students had a suspension rate of 5.1%, increasing 0.4 percentage points, while students experiencing homelessness had a suspension rate of 5.4%, reflecting a decline of 1.4 percentage points. In contrast, White students had a suspension rate of 1.2%, maintaining at 0.2 percentage points, while Filipino students had a suspension rate of 0%, both maintaining or improving from previous years. The continued implementation of Restorative Justice (RJ) services is intended to reduce suspensions across all student groups while particularly addressing elevated rates among African American students, students with disabilities, and multilingual students and through relationship-building practices, conflict resolution, and accountability-focused interventions, RJ services strengthen school climate, increase student engagement, and foster a stronger culture of belonging, connection, and accountability. **Scope:** Schoolwide	the facilitation of harm-repair processes that allow students to reflect, be heard, and rejoin the school community with dignity. Coordinators collaborate closely with administrators, counselors, and teachers to ensure that students are not only held accountable for their actions but also supported in developing the skills and relationships necessary to thrive in school. In doing so, they serve as an essential bridge between discipline and healing. This action is specifically designed to support unduplicated students, who are more likely to be subject to exclusionary discipline due to systemic inequities, implicit bias, and gaps in access to behavioral supports. Restorative Justice Coordinators provide an alternative path to traditional discipline, helping students remain connected to school and engaged in learning. Their work addresses the root causes of conflict or behavioral incidents—whether they stem from trauma, social-emotional needs, or academic frustration—and centers student voice, equity, and reconciliation. While the entire school community benefits from improved school climate and restorative practices, this action has a disproportionately positive impact on unduplicated students. These students are more likely to be navigating challenges related to poverty, housing instability, language access, or marginalization and often do not have the same access to external support systems. By embedding skilled restorative practitioners within the high school setting, the district ensures that these students have access to consistent, responsive, and relational supports that not only	

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		reduce suspensions but build resilience, confidence, and a stronger connection to school. This action is implemented schoolwide at Berkeley High School, which serves a diverse population with a substantial percentage of unduplicated students. Its effectiveness will be evaluated through a reduction in suspension rates for African American and socioeconomically disadvantaged students, an increase in restorative justice referrals and successful harm-repair interventions, and improved student perception of school connectedness and fairness as measured through surveys. The target set in 2024, was to reduce suspensions among unduplicated students by at least 30% and build a sustainable, equity-centered model for discipline and student engagement.	
3.10	**Action:** Intervention Counseling (BHS) **Need:** Intervention Counseling (Berkeley High School): This action directly supports unduplicated students (English Learners, Foster Youth, Low-Income) with school-based mental health and academic intervention counseling. It was moderately effective—students reported slight gains in school connectedness (+3% in 9th grade). However, the impact was not uniform across grade levels (e.g., a -3% decline in 11th grade), indicating a need for a continued focus. **Scope:**	This action addresses the identified needs of unduplicated pupils by providing targeted case management and intervention counseling services for focal students identified through middle school to high school transition rubrics as needing additional academic, behavioral, and socioemotional support. Intervention counselors work directly with students to provide individualized academic guidance, socioemotional counseling, goal-setting support, and connections to extracurricular and school engagement opportunities that strengthen students' sense of belonging and connection to school. These supports are particularly important for English learners, foster youth, and low-income students, who are more likely to experience barriers during the transition to high school and are at increased	CHKS survey, Suspension Data, Attendance Data

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	Schoolwide	risk for disengagement, chronic absenteeism, and lower academic outcomes. This action is principally directed toward unduplicated pupils because these student groups disproportionately experience challenges related to school connectedness, access to mental health supports, and successful navigation of the academic and social demands of high school. School-based intervention counseling helps reduce these barriers by providing proactive, relationship-centered support that promotes resilience, engagement, and student well-being. Counseling services also help students access enrichment opportunities and extracurricular activities that contribute to positive school identity and long-term success. This action is being provided on a schoolwide basis at Berkeley High School because the transition to high school is a critical period that impacts student achievement, attendance, and overall engagement, particularly for unduplicated pupils. A coordinated schoolwide intervention counseling structure allows counselors to identify and respond to student needs early, while ensuring consistent access to support services across the campus. While all students may benefit from improved counseling and school climate supports, this action is expected to generate a disproportionately positive impact for unduplicated pupils by increasing school connectedness, improving engagement, and strengthening academic and socioemotional outcomes. Current data demonstrating gains in 9th-grade connectedness supports the continuation and	

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		refinement of this work, while ongoing monitoring will help address disparities in impact across grade levels.	
4.1	**Action:** Build Relational Trust **Need:** In 2024, only 64% of parents feel like BUSD creates welcoming environments for all families in the community. This year, 68% agreed with that statement. Additionally, fewer than half of families believe BUSD supports staff to learn about each family's strengths, cultures, languages, and goals for their children in both 2024 and 2025. There is a need to provide additional supports and resources to support families with Foster Youth and Students Experiencing homelessness as well as socioeconomically disadvantaged students as well as parents/families of Multilingual Language Learners to build relational trust. **Scope:** LEA-wide	Berkeley Unified School District's stakeholder engagement data and climate surveys consistently show that many families of unduplicated students—especially families of color, families experiencing homelessness or poverty, families of Multilingual Language Learners, and families of students with disabilities—report lower levels of trust and connection with schools. Fewer than half of families in these groups agree that school staff understand their culture, strengths, or goals for their children, and participation in school decision-making is notably lower among these families compared to the district average. These disconnects contribute to a broader pattern of disengagement, reduced access to support services, and disparities in student outcomes. To directly address this issue, the district is investing in a Build Relational Trust initiative designed to foster humanizing, culturally responsive relationships between BUSD staff and families of unduplicated students. Activities include targeted outreach and coaching for focal families, multilingual interpretation support, culturally affirming community events, and expanded services through the Family Resource Centers. These efforts are coordinated and delivered by the Office of Family Engagement and Equity (OFEE), which provides staffing, training, and logistical support to ensure consistency and sustainability across school sites.	Annual family survey responses about welcoming school environment and efforts of BUS staff to learn about each families strengths, cultures, languages, and goals for their children.

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		This action is designed to meet the unique needs of unduplicated families who often face linguistic, cultural, or socioeconomic barriers that limit access to school-based resources and partnerships. By offering personalized, culturally grounded support, the initiative aims to build trust and reduce the sense of isolation or marginalization often experienced by these families. Community events serve to celebrate and affirm families' identities, while coaching and resource navigation ensure that families are connected to the tools they need to support their child's success. Staff training supports systemic shifts in practice, making schools more welcoming and responsive. While a welcoming and inclusive climate benefits all families, this action is expected to have a disproportionately positive impact on unduplicated families, who are more likely to face systemic obstacles to engagement. Building trust with these families is essential to improving student attendance, behavior, and achievement, and to creating an environment where all students can thrive. When schools build authentic, reciprocal relationships with historically underserved families, they shift from doing outreach to fostering partnership, which research shows is a key driver of equity in education. This action is being implemented districtwide, with a focus on schools that serve high concentrations of unduplicated students and families. Its effectiveness will be measured through family engagement surveys, increased participation in school activities and advisory structures, and	

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		qualitative feedback from focal families. Over the next three years, the district aims to increase the percentage of unduplicated families who report that they feel respected, heard, and welcomed by at least 20 percentage points, and to strengthen two-way communication between schools and families in ways that foster meaningful collaboration and student success.	
4.3	**Action:** Family Engagement Capacity Building **Need:** In 2024, only 64% of parents feel like BUSD creates welcoming environments for all families in the community. This year, 68% agreed with that statement. Additionally, fewer than half of families believe BUSD supports staff to learn about each family's strengths, cultures, languages, and goals for their children in both 2024 and 2025. There is a need to provide additional supports and resources to support families with Foster Youth and Students Experiencing homelessness as well as socioeconomically disadvantaged students as well as parents/families of Multilingual Language Learners to build relational trust. **Scope:** LEA-wide	Berkeley Unified School District's stakeholder engagement data, family engagement feedback, and school climate surveys continue to demonstrate that many families of unduplicated pupils—including low-income families, families of English learners, foster and unhoused families, families of students with disabilities, and families of color—experience barriers to fully accessing and navigating school systems, resources, and opportunities for meaningful engagement. These families report lower levels of trust and connection with schools and are less likely to feel that school staff understand, value, and reflect their cultural identities, lived experiences, strengths, and aspirations for their children. Participation in school leadership, advisory groups, and decision-making processes also remains disproportionately lower among these families when compared to district averages. These conditions contribute to reduced access to services and supports, limited opportunities for authentic partnership, and persistent disparities in student outcomes. To address these identified needs, the district will continue to implement a districtwide family engagement and relational trust initiative through the Office of Family Engagement & Equity (OFEE).	Annual family survey responses about welcoming school environment and efforts of BUSD staff to learn about each families strengths, cultures, languages, and goals for their children.

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		This action is designed to strengthen the capacity of families to navigate educational systems, advocate for their children, and participate as empowered partners in learning and leadership. Activities include culturally responsive family coaching, multilingual communication and interpretation support, family engagement workshops for families and staff, community-building events, resource navigation support, and coordination through Family Resource Centers and OFEE staff. In addition, staff professional learning supports educators in developing culturally responsive practices and building authentic, humanizing relationships with families rooted in partnership rather than dependency. These actions are principally directed toward meeting the needs of unduplicated pupils because the families of these students are more likely to encounter linguistic, cultural, socioeconomic, and systemic barriers that limit access to school-based opportunities and relationships. By centering culturally responsive engagement practices and affirming the assets, experiences, and leadership of families, the district aims to increase trust, belonging, and meaningful participation for historically underserved communities. Personalized coaching and family support services help connect families to resources and strengthen their ability to support student success, while educator training builds the district's collective capacity to create welcoming and responsive school environments. This action is being implemented on an LEA-wide basis because the need to strengthen family	

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		engagement, relational trust, and culturally responsive partnership practices exists across all schools in the district. A coherent districtwide approach ensures consistency in expectations, access to resources, and support systems for unduplicated pupils and their families regardless of school site. While all students and families benefit from improved family-school partnerships, these services are expected to have a disproportionately positive impact on unduplicated pupils by reducing barriers to engagement, increasing access to supports, and fostering stronger relationships between schools and historically underserved communities. The district will continue to monitor effectiveness through family engagement surveys, participation data, school climate measures, and qualitative feedback from families and staff.	
4.4	**Action:** High School attendance **Need:** Berkeley High School demonstrated meaningful progress in reducing chronic absenteeism between the 2021–22 and 2023–24 school years. Chronic absenteeism declined from 11.2% in 2021–22 to 10.6% in 2022–23 and further to 8.1% in 2023–24 (264 students out of 3,271). Despite these improvements, significant disparities persisted across racial/ethnic and programmatic student groups. During the 2023–24 school year, African American students experienced the highest chronic absenteeism rate at 16.1%, followed by Hispanic/Latino students at 8.3%, while	Chronic absenteeism continues to be a significant barrier to academic success for many focal student groups at Berkeley High School. Students experiencing homelessness, multilingual learners, socioeconomically disadvantaged students, Students with Disabilities, and African American students continue to experience disproportionately high rates of chronic absenteeism, reflecting the ongoing impact of systemic barriers such as housing instability, transportation challenges, unmet mental health needs, economic hardship, and limited connection to school. Chronic absenteeism is closely linked to lower academic performance, reduced college and career readiness, disengagement from school, and increased risk of not graduating. Educational partner feedback from students, families, and staff has consistently emphasized the	Chronic Absentee rates

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	White and Asian students had substantially lower rates at approximately 6%. Among focal student groups, students experiencing homelessness were disproportionately impacted, with a chronic absenteeism rate of 27.6%. Students with Disabilities experienced a rate of 17.4%, while English Learners and socioeconomically disadvantaged students both exceeded 14%. However, during the 2024–25 school year, Berkeley High School's overall chronic absenteeism rate increased to 14%, indicating ongoing challenges in maintaining attendance gains and highlighting the continued need for targeted intervention and support systems. Subgroup disparities also widened. African American students experienced chronic absenteeism rates of 21%, followed by Hispanic/Latino students at 15%. Among focal student groups, students experiencing homelessness had a chronic absenteeism rate of 42%, English Learners 26%, Students with Disabilities 22%, and socioeconomically disadvantaged students 20%. These data reflect the ongoing impact of systemic barriers affecting historically underserved students, including housing instability, transportation challenges, unmet mental health needs, economic hardship, disengagement, and inconsistent access to support systems. To address these inequities, Berkeley High School continues implementing a structured system of proactive and responsive support	importance of earlier identification, stronger relationship-based intervention, and more personalized supports for students struggling with attendance and behavioral challenges. In response, Berkeley High School continues implementing a comprehensive attendance and behavior intervention system through the On Campus Intervention (OCI) office. Working collaboratively with the Dean of Students and Dean of Attendance, OCI staff proactively monitor attendance and behavior data to identify students requiring additional support and intervention early. The OCI team conducts outreach to students and families, facilitates restorative conversations, and develops individualized intervention plans responsive to each student's unique circumstances and barriers. Supports may include wellness referrals, mentoring, restorative interventions, attendance case management, credit recovery opportunities, home visits, family outreach, and coordination with counseling and community-based services. This approach is intentionally designed to address the complex social-emotional and structural factors contributing to chronic absenteeism and disengagement among unduplicated students. By leveraging real-time data, coordinated intervention systems, and strong family partnerships, staff are able to respond more quickly to early warning signs and provide proactive support before attendance concerns escalate further. Rather than relying primarily on punitive disciplinary approaches, the OCI model prioritizes	

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	centered around the On Campus Intervention (OCI) office. In collaboration with the Dean of Students and Dean of Attendance, the OCI team monitors real-time attendance and behavioral data to identify students requiring additional support early and intervene before attendance concerns escalate. The team works closely with focal students and families to develop individualized intervention plans responsive to each student's needs and circumstances. This work prioritizes early identification, coordinated intervention, relationship-centered support, and culturally responsive communication—particularly for unduplicated student groups such as multilingual learners, foster youth, socioeconomically disadvantaged students, students experiencing homelessness, and students with disabilities. Through attendance monitoring, family outreach, restorative approaches, case management, and connection to school and community resources, Berkeley High School aims to reduce barriers to attendance, strengthen student engagement, and ensure students remain connected to school, instruction, and pathways toward graduation and postsecondary success.. **Scope:** LEA-wide	restorative, relationship-centered, and student-focused interventions that strengthen student engagement, accountability, and connection to school. This work is particularly important for students who may have previously experienced school systems as unresponsive, inflexible, or disconnected from their lived experiences. The OCI model is implemented schoolwide at Berkeley High School and is designed to provide targeted support for focal student groups most impacted by attendance disparities. The district will continue monitoring effectiveness through chronic absenteeism data, attendance consistency, student engagement indicators, and progress monitoring systems. Ongoing goals include strengthening early intervention structures, reducing chronic absenteeism among focal student groups, and ensuring students remain connected to school, instruction, and pathways toward graduation and postsecondary success.	

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
4.6	**Action:** Program Support and Evaluation **Need:** To increase student achievement, college access, and college awareness, teachers, counselors, and staff require timely and accurate student data to monitor progress, identify barriers, and provide responsive intervention and support. Over the past three years, California School Dashboard data have continued to demonstrate strong overall outcomes for Berkeley Unified School District while also highlighting persistent disparities for unduplicated student groups, particularly English Learners, Long-Term English Learners (LTELs), students experiencing homelessness, and socioeconomically disadvantaged students. In 2023, the California School Dashboard showed that English Learners graduated at a rate of 82.5%, compared to the district graduation rate of 92.5%. College and career readiness disparities were also significant, with only 23% of English Learners and 45% of socioeconomically disadvantaged students identified as “Prepared” on the College/Career Indicator (CCI), compared to 62.3% districtwide. A-G completion rates further reflected these inequities, with only 6.3% of English Learners and 33.3% of socioeconomically disadvantaged students completing A-G requirements.	Families of unduplicated students—including families of multilingual learners, students experiencing homelessness, foster youth, and socioeconomically disadvantaged students—often continue to face barriers to meaningful participation in district programs, advisory structures, and decision-making processes. Educational partner feedback, survey data, and local engagement trends indicate that these families remain underrepresented in many district engagement spaces, including advisory committees, school-site decision-making structures, and district planning efforts. Barriers such as language access, work schedules, transportation, limited familiarity with school systems, and prior experiences with educational institutions can limit opportunities for participation and trust-building. To address these needs, Berkeley Unified continues providing Program Support and Evaluation services designed to strengthen educational partner engagement, improve inclusive outreach practices, and ensure district initiatives remain responsive to the needs of historically underserved communities. This work includes coordination and facilitation of stakeholder engagement efforts, technical support for schools and departments, multilingual communication and outreach, structured opportunities for family feedback, and ongoing review of district initiatives through an equity lens aligned to LCAP priorities and goals. The district continues implementing culturally responsive engagement strategies intended to	Graduation Rate, A-G Rate, CCI 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
	Data from the 2024 California School Dashboard continued to demonstrate similar trends. While the districtwide graduation rate increased to 94.9%, English Learners graduated at 86.4% and socioeconomically disadvantaged students at 92.6%. College and career readiness gaps remained substantial, with only 13.6% of English Learners and 31.9% of socioeconomically disadvantaged students identified as “Prepared,” compared to 57.7% districtwide and 74.4% among White students. The 2025 California School Dashboard reflected areas of continued progress while reinforcing the need for sustained intervention and support. In 2025, Berkeley Unified’s overall graduation rate was 94.8%. English Learners graduated at 86.8%, students experiencing homelessness at 87.2%, and socioeconomically disadvantaged students at 93.8%. Long-Term English Learners (LTELs) demonstrated significant growth, graduating at a rate of 96.2%, representing an increase of 5.5% and placement in the Blue performance band. College and career readiness outcomes also showed improvement for several focal student groups. In 2025, 73% of students districtwide were identified as “Prepared” on the College/Career Indicator. Socioeconomically disadvantaged students increased to 58.6% Prepared, representing a 12.2% increase, while students experiencing homelessness increased to 28.9% Prepared, reflecting a 16.7% increase. However, substantial	elevate the voices, experiences, and perspectives of unduplicated students and families within district planning and decision-making processes. Engagement opportunities include advisory meetings, focus groups, family forums, surveys, workshops, data review sessions, and collaborative feedback structures designed to foster authentic two-way communication and partnership between educational partners and district leadership. This action is specifically designed to ensure that families of unduplicated students are not only informed about district initiatives and services, but meaningfully involved in shaping the programs, supports, and policies intended to improve student outcomes. Staff provide facilitation, interpretation, translation, outreach, and technical assistance to help reduce participation barriers and increase equitable access to engagement opportunities across the district. While strong engagement practices benefit all families, this work has a particularly important impact on historically underserved communities that have often been excluded from traditional outreach and decision-making structures. By investing in culturally responsive facilitation, relationship-building, and equity-focused program evaluation, the district continues working to strengthen trust, improve responsiveness, and ensure educational partner input directly informs district priorities, resource allocation, and continuous improvement efforts.	

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
	disparities persisted, with English Learners at 28.8% Prepared and LTELs at 34.6% Prepared, remaining significantly below districtwide averages. These ongoing disparities highlight the continued need for stronger program evaluation, targeted intervention systems, and deeper educational partner engagement centered on the experiences and outcomes of unduplicated students and families. Increasing participation from historically marginalized families through culturally and linguistically responsive outreach, authentic two-way communication, and meaningful partnership structures remains essential for designing and refining equitable supports and services. To address these needs, the district continues providing facilitation, coordination, technical support, and multilingual engagement opportunities to ensure families of unduplicated students are not only informed, but actively engaged in shaping educational programs and district priorities. The district also continues reviewing initiatives and resource allocation through an equity lens to ensure programs demonstrate measurable impact on graduation rates, college and career readiness, attendance, academic achievement, and long-term student success. By grounding continuous improvement efforts in data-informed decision-making and authentic educational partner engagement, Berkeley Unified aims to more effectively align	This action is implemented districtwide, with a particular focus on increasing participation and representation among unduplicated student groups and historically marginalized communities. The district will continue monitoring participation trends, family engagement data, educational partner feedback, and alignment between stakeholder input and district planning efforts to strengthen equitable engagement practices and improve outcomes for students and families across Berkeley Unified School District.	

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
	supports and resources to areas of greatest need while accelerating equitable outcomes for all students. **Scope:** LEA-wide		
4.7	**Action:** Additional Supports and Services **Need:** To increase student achievement, college access, and college awareness, teachers, counselors, and staff require timely and accurate student data to monitor progress, identify barriers, and provide responsive intervention and support. Over the past three years, California School Dashboard data have continued to demonstrate strong overall outcomes for Berkeley Unified School District while also highlighting persistent disparities for unduplicated student groups, particularly English Learners, Long-Term English Learners (LTELs), students experiencing homelessness, and socioeconomically disadvantaged students. In 2023, the California School Dashboard showed that English Learners graduated at a rate of 82.5%, compared to the district graduation rate of 92.5%. College and career readiness disparities were also significant, with only 23% of English Learners and 45% of socioeconomically disadvantaged students identified as “Prepared” on the College/Career	Families of unduplicated students—including families of multilingual learners, students experiencing homelessness, foster youth, and socioeconomically disadvantaged students—often continue to face barriers to meaningful participation in district programs, advisory structures, and decision-making processes. Educational partner feedback, survey data, and local engagement trends indicate that these families remain underrepresented in many district engagement spaces, including advisory committees, school-site decision-making structures, and district planning efforts. Barriers such as language access, work schedules, transportation, limited familiarity with school systems, and prior experiences with educational institutions can limit opportunities for participation and trust-building. To address these needs, Berkeley Unified continues providing Program Support and Evaluation services designed to strengthen educational partner engagement, improve inclusive outreach practices, and ensure district initiatives remain responsive to the needs of historically underserved communities. This work includes coordination and facilitation of stakeholder engagement efforts, technical support	Graduation Rate, A-G Rate, CCI Rate

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	Indicator (CCI), compared to 62.3% districtwide. A-G completion rates further reflected these inequities, with only 6.3% of English Learners and 33.3% of socioeconomically disadvantaged students completing A-G requirements. Data from the 2024 California School Dashboard continued to demonstrate similar trends. While the districtwide graduation rate increased to 94.9%, English Learners graduated at 86.4% and socioeconomically disadvantaged students at 92.6%. College and career readiness gaps remained substantial, with only 13.6% of English Learners and 31.9% of socioeconomically disadvantaged students identified as “Prepared,” compared to 57.7% districtwide and 74.4% among White students. The 2025 California School Dashboard reflected areas of continued progress while reinforcing the need for sustained intervention and support. In 2025, Berkeley Unified’s overall graduation rate was 94.8%. English Learners graduated at 86.8%, students experiencing homelessness at 87.2%, and socioeconomically disadvantaged students at 93.8%. Long-Term English Learners (LTELs) demonstrated significant growth, graduating at a rate of 96.2%, representing an increase of 5.5% and placement in the Blue performance band. College and career readiness outcomes also showed improvement for several focal student groups. In 2025, 73% of students districtwide	for schools and departments, multilingual communication and outreach, structured opportunities for family feedback, and ongoing review of district initiatives through an equity lens aligned to LCAP priorities and goals. The district continues implementing culturally responsive engagement strategies intended to elevate the voices, experiences, and perspectives of unduplicated students and families within district planning and decision-making processes. Engagement opportunities include advisory meetings, focus groups, family forums, surveys, workshops, data review sessions, and collaborative feedback structures designed to foster authentic two-way communication and partnership between educational partners and district leadership. This action is specifically designed to ensure that families of unduplicated students are not only informed about district initiatives and services, but meaningfully involved in shaping the programs, supports, and policies intended to improve student outcomes. Staff provide facilitation, interpretation, translation, outreach, and technical assistance to help reduce participation barriers and increase equitable access to engagement opportunities across the district. While strong engagement practices benefit all families, this work has a particularly important impact on historically underserved communities that have often been excluded from traditional outreach and decision-making structures. By investing in culturally responsive facilitation,	

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	were identified as “Prepared” on the College/Career Indicator. Socioeconomically disadvantaged students increased to 58.6% Prepared, representing a 12.2% increase, while students experiencing homelessness increased to 28.9% Prepared, reflecting a 16.7% increase. However, substantial disparities persisted, with English Learners at 28.8% Prepared and LTELs at 34.6% Prepared, remaining significantly below districtwide averages. These ongoing disparities highlight the continued need for stronger program evaluation, targeted intervention systems, and deeper educational partner engagement centered on the experiences and outcomes of unduplicated students and families. Increasing participation from historically marginalized families through culturally and linguistically responsive outreach, authentic two-way communication, and meaningful partnership structures remains essential for designing and refining equitable supports and services. To address these needs, the district continues providing facilitation, coordination, technical support, and multilingual engagement opportunities to ensure families of unduplicated students are not only informed, but actively engaged in shaping educational programs and district priorities. The district also continues reviewing initiatives and resource allocation through an equity lens to ensure programs demonstrate measurable impact on graduation rates, college and career	relationship-building, and equity-focused program evaluation, the district continues working to strengthen trust, improve responsiveness, and ensure educational partner input directly informs district priorities, resource allocation, and continuous improvement efforts. This action is implemented districtwide, with a particular focus on increasing participation and representation among unduplicated student groups and historically marginalized communities. The district will continue monitoring participation trends, family engagement data, educational partner feedback, and alignment between stakeholder input and district planning efforts to strengthen equitable engagement practices and improve outcomes for students and families across Berkeley Unified School District.	

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	readiness, attendance, academic achievement, and long-term student success. By grounding continuous improvement efforts in data-informed decision-making and authentic educational partner engagement, Berkeley Unified aims to more effectively align supports and resources to areas of greatest need while accelerating equitable outcomes for all students. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** ELD Support at each School (TK-12) **Need:** To increase Multilingual Language Learner (MLL) progress toward English proficiency, Berkeley Unified School District has continued prioritizing targeted language development supports, integrated and designated English Language Development (ELD), and culturally and linguistically responsive instructional	These additional supports are principally directed toward meeting the needs most strongly associated with unduplicated students, particularly Multilingual Learners, Long-Term English Learners (LTELs), socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. However, because it would not be practical or cost-effective to create separate systems of support exclusively for unduplicated students, these services are provided on an LEA-wide basis to ensure equitable access while	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	practices. In 2025, Berkeley Unified demonstrated improvement on the California School Dashboard English Learner Progress Indicator (ELPI), with 56.7% of English learners making progress toward English proficiency, resulting in a Green performance level. Long-Term English Learners (LTELs) also demonstrated improvement, with 57.4% making progress toward English proficiency, representing a 5.2 percentage point increase from the previous year. Despite these gains, significant academic and language acquisition disparities persist for multilingual learners across multiple indicators. While English learners demonstrated accelerated growth in Mathematics, with 77.1% improving assessment scores from the prior year, and 73.4% demonstrating growth in English Language Arts, overall achievement outcomes for multilingual learners continue to remain below district averages. On the 2025 California School Dashboard, English learners were identified as 45.4 points below standard in English Language Arts and 71.2 points below standard in Mathematics, while Long-Term English Learners remained among the lowest-performing student groups, scoring 95.4 points below standard in ELA and 140.7 points below standard in Mathematics. English learners were also identified as “Prepared” on the College/Career Indicator at a rate of only 28.8%, significantly below the district average of 73%. These data reinforce the continued need for targeted instructional practices, integrated language development supports,	prioritizing students with the greatest academic and language development needs. To increase Multilingual Learner progress toward English proficiency, Berkeley Unified School District continues to prioritize targeted language development supports, integrated and designated English Language Development (ELD), multilingual family engagement, and coordinated intervention systems. In 2025, Berkeley Unified maintained a Green performance level on the California School Dashboard English Learner Progress Indicator (ELPI), with 56.7% of English learners making progress toward English proficiency. Long-Term English Learners (LTELs) also demonstrated improvement, with 57.4% making progress toward English proficiency, representing a 5.2 percentage point increase from the previous year. While these data reflect meaningful districtwide growth, subgroup outcomes indicate that some multilingual learner groups continue to require additional targeted support. At Berkeley High School, multilingual learners demonstrated lower rates of English language progress, with only 40.9% making progress toward English proficiency and a decline of 9.7 percentage points on the 2025 Dashboard. Additional academic indicators further demonstrate the continued need for intensified instructional and intervention supports for multilingual learners and LTELs. On the 2025 California School Dashboard, English learners performed 45.4 points below standard in English Language Arts and 71.2 points below standard in Mathematics, while Long-Term English Learners remained among the district’s	

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	early intervention systems, and coordinated academic and college readiness supports to ensure equitable outcomes for multilingual learners. Local indicators and educational partner feedback further emphasize the importance of strengthening communication, engagement, and partnership systems for multilingual families. District English Learner Advisory Committee (DELAC) feedback identified the continued need to expand translation and interpretation services to increase accessibility for multilingual families and improve two-way communication between schools and families. Parent and family engagement data also highlighted the importance of helping staff learn about families' strengths, cultures, languages, and goals for their children while building stronger relational trust with focal families. In response, the district continues to prioritize multilingual programming, professional development focused on integrated language development strategies, progress monitoring systems, culturally responsive family engagement, and systemwide accountability structures designed to accelerate language acquisition and close longstanding opportunity gaps for English learners and Long-Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	lowest-performing student groups, scoring 95.4 points below standard in ELA and 140.7 points below standard in Mathematics. English learners were also identified as "Prepared" on the College/Career Indicator at a rate of only 28.8%, significantly below the district average of 73%. These outcomes reinforce the ongoing need for targeted instructional strategies, integrated and designated ELD supports, early intervention systems, progress monitoring, and culturally responsive practices designed to improve both language acquisition and access to grade-level academic content. Educational partner feedback and local indicators also emphasized the importance of strengthening communication, accessibility, and engagement for multilingual families. District English Learner Advisory Committee (DELAC) feedback identified continued needs related to expanding translation and interpretation services, improving two-way communication with multilingual families, and increasing family awareness of academic supports and college and career readiness opportunities. Parent engagement data further highlighted the importance of helping educators build stronger understanding of families' cultures, languages, strengths, and goals for their children while strengthening relational trust with focal families. In response, the district continues to invest in multilingual programming, professional development focused on integrated and designated ELD practices, progress monitoring systems, culturally responsive family engagement, and systemwide accountability structures designed to accelerate language acquisition and close	

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		longstanding opportunity gaps for English learners and LTELs. These actions are provided on an LEA-wide basis because multilingual learners and unduplicated students are enrolled across all schools and grade levels, and equitable access to high-quality language development instruction requires a coordinated districtwide approach. Providing services on an LEA-wide basis allows the district to ensure consistent implementation of evidence-based ELD practices, aligned progress monitoring systems, professional development, translation and interpretation supports, and coordinated intervention structures across schools. While all students benefit from stronger instructional systems and family engagement practices, these actions are principally directed toward improving outcomes for unduplicated pupils by increasing English language proficiency, strengthening academic achievement, expanding access to grade-level content, and improving long-term college and career readiness outcomes for multilingual learners.	
2.5	**Action:** ELD Teacher on Special Assignment (TK-12) **Need:** To increase Multilingual Language Learner (MLL) progress toward English proficiency, Berkeley Unified School District has continued prioritizing targeted language development supports, integrated and designated English Language Development (ELD), culturally	These additional supports are designed to meet the needs most strongly associated with unduplicated students, particularly Multilingual Learners, Long-Term English Learners (LTELs), socioeconomically disadvantaged students, foster youth, and students experiencing homelessness. However, it would not be practical or economical to create separate systems of support exclusively for unduplicated students; therefore, these services are provided on an LEA-wide basis while	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	responsive instructional practices, and coordinated intervention systems for multilingual learners. In 2025, Berkeley Unified maintained a Green performance level on the California School Dashboard English Learner Progress Indicator (ELPI), with 56.7% of English learners making progress toward English proficiency. Long-Term English Learners (LTELs) also demonstrated improvement, with 57.4% making progress toward English proficiency, representing a 5.2 percentage point increase from the previous year. While these outcomes reflect meaningful districtwide growth, significant language acquisition and academic achievement gaps persist for multilingual learners across multiple state indicators. On the 2025 California School Dashboard, English learners performed 45.4 points below standard in English Language Arts and 71.2 points below standard in Mathematics, while Long-Term English Learners remained among the district's lowest-performing student groups, performing 95.4 points below standard in ELA and 140.7 points below standard in Mathematics. English learners were also identified as "Prepared" on the College/Career Indicator at a rate of only 28.8%, significantly below the district average of 73%. In Science, current English learners performed 28.2 points above standard, substantially below English-only students at 65.2 points above standard, demonstrating continued disparities in access to rigorous academic content and academic language development.	prioritizing students with the greatest academic, language development, and engagement needs. Multilingual Learners at Berkeley High School continue to require additional support to make progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI). Although Berkeley Unified maintained a Green performance level districtwide in 2025, with 56.7% of English learners making progress toward English proficiency, Berkeley High School multilingual learners demonstrated substantially lower rates of progress, with only 40.9% making progress and a decline of 9.7 percentage points on the 2025 California School Dashboard. In contrast, Martin Luther King Jr. Middle School demonstrated strong outcomes, earning a Blue performance level with 75% of multilingual learners making progress toward English proficiency, representing an increase of 8.3 percentage points. These contrasting outcomes highlight the importance of maintaining strong site-level systems of support and ensuring consistent implementation of integrated and designated ELD practices across schools and grade levels. Additional academic indicators further demonstrate the continued need for targeted supports for multilingual learners and LTELs. On the 2025 California School Dashboard, English learners performed 45.4 points below standard in English Language Arts and 71.2 points below standard in Mathematics, while LTELs remained among the district's lowest-performing student groups, performing 95.4 points below standard in ELA and 140.7 points below standard in Mathematics.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Growth data indicate that multilingual learners are demonstrating accelerated academic growth when provided access to targeted instructional supports. In 2025, 73.4% of English learners improved their ELA assessment scores from the prior year, while 77.1% improved in Mathematics. Current English learners demonstrated particularly strong growth, with 76.3% improving in ELA and 76.0% improving in Mathematics. However, despite accelerated growth trends, overall achievement outcomes for multilingual learners and LTELs remain substantially below district averages, reinforcing the continued need for targeted instructional practices, integrated and designated ELD supports, progress monitoring, and early intervention systems to ensure equitable access to grade-level content and language acquisition opportunities. Educational partner feedback and local indicators further emphasize the importance of strengthening communication, accessibility, and partnership systems for multilingual families. District English Learner Advisory Committee (DELAC) feedback identified continued needs related to expanding translation and interpretation services, increasing family awareness of academic supports and college and career readiness opportunities, and improving two-way communication between schools and multilingual families. These findings underscore the importance of sustained	English learners were also identified as “Prepared” on the College/Career Indicator at a rate of only 28.8%, significantly below the district average of 73%. Science performance data further reflected disparities in access to academic language and rigorous content, with current English learners performing 28.2 points above standard compared to English-only students at 65.2 points above standard. While growth data demonstrate that multilingual learners are improving academically when provided targeted supports—73.4% of English learners improved in ELA and 77.1% improved in Mathematics from the prior year—persistent achievement and language acquisition gaps remain. Educational partner feedback and local indicators also identified ongoing needs related to culturally responsive family engagement, translation and interpretation services, and stronger systems of communication and support for multilingual families. District English Learner Advisory Committee (DELAC) feedback emphasized the importance of expanding multilingual communication and increasing family awareness of academic supports, intervention services, and college and career readiness pathways. Local Climate Survey findings also highlighted the importance of school connectedness, caring adult relationships, and meaningful participation in supporting student engagement and academic success. These findings reinforce the need for sustained investment in multilingual programming, integrated and designated ELD instruction, professional development, family engagement systems, and coordinated intervention supports	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	investment in multilingual programming, professional development focused on integrated language development strategies, culturally responsive family engagement, and systemwide accountability structures designed to accelerate language acquisition and close longstanding opportunity gaps for English learners and Long-Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	designed to accelerate language acquisition and improve equitable outcomes for multilingual learners across the district. These actions are provided on an LEA-wide basis because multilingual learners and unduplicated students are enrolled across all schools and grade spans, and equitable access to effective language development instruction requires a coordinated districtwide system of support. LEA-wide implementation allows the district to ensure consistent use of evidence-based ELD practices, aligned progress monitoring systems, multilingual family engagement structures, and coordinated intervention supports across school sites. While all students benefit from stronger instructional systems and school climate practices, these services are principally directed toward improving outcomes for unduplicated pupils by increasing English proficiency, strengthening academic achievement, improving school connectedness, and expanding access to grade-level content and postsecondary opportunities.	
3.3	**Action:** Intervention Services for Students Experiencing Homelessness **Need:** Students experiencing homelessness face some of the most significant barriers to academic engagement, stability, and educational success within Berkeley Unified School District. The 2025 California School Dashboard and local data continue to reflect substantial disparities across attendance,	The intervention services provided through Berkeley Unified School District's McKinney-Vento program are intentionally designed to address the interconnected academic, behavioral, attendance, social-emotional, and basic needs challenges experienced by students facing homelessness. Data from the 2025 California School Dashboard demonstrate that students experiencing homelessness continue to experience some of the highest levels of need across multiple indicators, reinforcing the importance of coordinated, relationship-based, and wraparound intervention	CAASPP ELA and Math, Chronic Absenteeism, Graduation Rate, CCI, and Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academic achievement, graduation, and college and career readiness indicators, underscoring the critical need for targeted intervention, wraparound support services, and case management under the McKinney-Vento Act. Chronic Absenteeism: Students experiencing homelessness continue to demonstrate the highest rates of chronic absenteeism in the district. In 2025, 47.6% of students experiencing homelessness were identified as chronically absent, an increase of 2.1 percentage points from the previous year and more than four times the districtwide rate of 11.7%. These attendance patterns reflect the significant impact of housing instability, school mobility, transportation barriers, inconsistent access to healthcare and basic needs, and disruptions in educational continuity that directly affect students' ability to consistently attend and engage in school. Suspension Rate: Although recent interventions contributed to improvement, students experiencing homelessness continue to experience disproportionately high suspension rates. In 2025, 5% of students experiencing homelessness were suspended at least one day, representing a 2.4 percentage point decline from the previous year but remaining substantially above the districtwide suspension rate of 1.5%. These data reinforce the continued need for trauma-informed, restorative, and relationship-centered practices that reduce punitive	systems designed to increase educational stability and equitable access to school supports. Addressing Chronic Absenteeism and Suspension Students experiencing homelessness continue to experience disproportionately high rates of chronic absenteeism and suspension. In 2025, 47.6% of students experiencing homelessness were identified as chronically absent, an increase of 2.1 percentage points from the previous year and substantially above the district average of 11.7%. Additionally, 5% of students experiencing homelessness were suspended at least one day. While this reflected a 2.4 percentage point decline from 2024 and movement into the Yellow performance band, the rate remained substantially above the districtwide suspension rate of 1.5%. These data continue to demonstrate the significant barriers students experiencing homelessness face related to housing instability, transportation challenges, mobility between schools, unmet basic needs, trauma, and social-emotional stress. To address these barriers, the McKinney-Vento counselor provides transportation support, including bus passes and coordination of school-of-origin transportation, to improve attendance, school stability, and continuity of learning. Students and families also receive support accessing food, school supplies, hygiene resources, emergency assistance, and referrals to housing and community-based services to reduce barriers contributing to absenteeism and disengagement. The counselor collaborates closely with school teams, counselors, restorative justice staff, attendance teams, and administrators	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	responses to behaviors connected to environmental stress, instability, and unmet social-emotional needs. Academic Performance (ELA and Mathematics): Academic outcomes for students experiencing homelessness remain an area of significant concern despite notable growth in 2025. In English Language Arts, students experiencing homelessness performed 102.5 points below standard, reflecting an increase of 15.5 points from the prior year and improving from the Red to the Orange performance band. In Mathematics, students experiencing homelessness performed 124.7 points below standard, representing a 26.3-point increase from 2024 and also improving from Red to Orange status. While substantial achievement gaps persist, these improvements suggest that targeted intervention systems, attendance supports, and coordinated academic services may be positively impacting student outcomes. Graduation Rate: Students experiencing housing insecurity at Berkeley High School graduated at a rate of 87.2% in 2025, remaining significantly below the district graduation rate of 94.8%. These data indicate that many students experiencing homelessness continue to require stronger wraparound supports, case management, attendance intervention, credit recovery opportunities, and transition planning to remain connected to school and persist toward graduation.	to implement trauma-informed and restorative approaches that prioritize relationship-building, student connection, and supportive interventions over punitive disciplinary responses. Addressing Academic Achievement Gaps Although students experiencing homelessness demonstrated improvement in both English Language Arts and Mathematics in 2025, significant achievement gaps remain. Students experiencing homelessness improved from the Red to the Orange performance band in both subjects but continued to perform substantially below standard, scoring 102.5 points below standard in ELA and 124.7 points below standard in Mathematics. These data reinforce the need for continued academic intervention, targeted instructional supports, and coordinated progress monitoring systems. To strengthen academic outcomes, the McKinney-Vento counselor collaborates with teachers, RtI² staff, intervention specialists, counselors, and school teams to connect students with tutoring, targeted interventions, small-group instruction, credit recovery, and academic enrichment opportunities. Ongoing case management and progress monitoring allow staff to identify barriers early, monitor academic performance and engagement, and adjust interventions and supports in real time. Coordination across MTSS, attendance, counseling, and intervention systems helps ensure students receive more responsive and consistent support across educational settings and school transitions.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	College/Career Indicator (CCI): In 2025, 36.1% of students experiencing housing insecurity were identified as “Prepared” on the College/Career Indicator, representing meaningful improvement from prior years but remaining substantially below the district average of 73%. This persistent gap highlights the continued systemic barriers students experiencing homelessness face in accessing rigorous coursework, academic preparation, stable learning environments, and postsecondary planning opportunities necessary for long-term college and career success. These data reinforce the continued need for comprehensive McKinney-Vento supports, including case management, transportation assistance, academic intervention, mental health and wellness services, family outreach, attendance monitoring, basic needs coordination, and school stability supports designed to improve educational access, engagement, and long-term outcomes for students experiencing homelessness. **Scope:** Limited to Unduplicated Student Group(s)	Supporting Graduation and College/Career Readiness Students experiencing homelessness continue to experience lower graduation and college/career readiness outcomes compared to district averages. In 2025, students experiencing housing insecurity graduated at a rate of 87.2%, remaining significantly below the districtwide graduation rate of 94.8%. In addition, only 36.1% of students experiencing housing insecurity were identified as “Prepared” on the College/Career Indicator (CCI), substantially below the district average of 73%. These data highlight the continued systemic barriers students experiencing homelessness face in accessing rigorous coursework, stable learning environments, postsecondary planning opportunities, and long-term college and career pathways. To improve long-term outcomes, the McKinney-Vento counselor supports secondary students with course enrollment, transcript review, credit monitoring, graduation planning, and A-G pathway access. Students are connected to college access and career readiness opportunities, including AVID, FAFSA support, counseling services, internships, tutoring, and postsecondary planning resources. The district also collaborates with housing agencies, county partners, and community organizations to strengthen school stability and reduce disruptions that interfere with graduation and postsecondary planning. Family and Community Engagement Families experiencing homelessness often face significant barriers accessing school systems,	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		healthcare, transportation, and community resources. The McKinney-Vento program addresses these challenges through individualized outreach, relationship-based support, and coordinated case management services. Supports include one-on-one family outreach and advocacy to strengthen trust and awareness of available services; assistance navigating enrollment, transportation, healthcare, public benefits, and housing-related resources; and coordination with school staff and community organizations to connect families to long-term stabilization supports. By embedding case management, outreach, intervention coordination, and wraparound services into students' daily educational experiences, the McKinney-Vento program is specifically designed to reduce barriers, increase school stability, and strengthen educational continuity for students experiencing homelessness. These coordinated efforts are critical to improving attendance, behavior, academic achievement, graduation outcomes, and postsecondary readiness for one of Berkeley Unified School District's most vulnerable student populations.	

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.

N/A

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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	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	$110,708,125.00	$6,788,160	6.132%	0.000%	6.132%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,788,160.00	$1,766,840.00	$5,435,538.00	$38,944.00	$14,029,482.00	$12,965,130.00	$1,064,352.00

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	Teacher Induction Program	All	No			All Schools	2024-2027	$138,609.00	$205,000.00		$26,000.00	$294,609.00	$23,000.00	$343,609.00	
1	1.2	Literacy Improvement Action Plan	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.3	PK Literacy Support	All	No			All Schools PK	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.4	Literacy Coaches (TK-8)	English Learners	Yes	LEA-wide	English Learners	All Schools TK-8	2024-2027	$1,556,895.00	$0.00	$43,470.00		$1,513,425.00		$1,556,895.00	
1	1.5	Literacy Universal Screener (K-8)	All	No			K-8	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.6	Integrated ELD Training and Support	English Learners	No			All Schools	2024-2027	$0.00	$40,000.00	$0.00		$40,000.00		$40,000.00	
1	1.7	Math Training for Certificated Staff (TK-8)	All	No			All Schools TK-8	2024-2027	$0.00	$50,000.00			$50,000.00		$50,000.00	
1	1.8	Math Curriculum and Educator Engagement	All	No			All Schools 6-8	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.9	Science Program	All	No			All Schools K-8	2024-2027	$65,496.00	$35,000.00			$100,496.00		$100,496.00	
1	1.10	Ethnic Studies	All	No			All Schools	2024-2027	$72,611.00	$0.00			$72,611.00		$72,611.00	
1	1.11	AVID (6-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-8	2024-2027	$81,352.00	$108,898.00	$174,306.00			$15,944.00	$190,250.00	
1	1.12	Bridge Program (BHS)	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools:	2024-2027	$356,881.00	$0.00	$356,881.00				$356,881.00	

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			Low Income	BHS									
1	1.13	CTE Pathways (BHS)	All	No			Specific Schools: BHS	2024-2027	$112,263.00	$282,174.00		$394,437.00			$394,437.00	
1	1.14	Collection and Analysis of Tier 1, 2 and 3 data	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	2024-2027	$2,401,943.00	$0.00	$1,402,846.00		$999,097.00		$2,401,943.00	
2	2.2	504 Coordinator	All	No			All Schools	2024-2027	$213,592.00	$0.00			$213,592.00		$213,592.00	
2	2.3	Special Day Class	Students with Disabilities	No			All Schools	2024-2027	$781,403.00	$0.00		$781,403.00			$781,403.00	
2	2.4	ELD Support at each School (TK-12)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$1,986,686.00	$0.00	$1,986,686.00				$1,986,686.00	
2	2.5	ELD Teacher on Special Assignment (TK-12)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-8	2024-2027	$138,749.00	$0.00	$138,749.00				$138,749.00	
2	2.6	Support for Long Term Multilingual Language Learners (MLLs)	Multi-language learners and Long Term English Learners	No			All Schools 6-12	2024-2027	$0.00	$30,000.00			$30,000.00		$30,000.00	
2	2.7	Math Coaches and Support (TK-12)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$276,038.00	$0.00	$59,064.00		$216,974.00		$276,038.00	
2	2.8	Math Support Classes (6-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-8	2024-2027	$176,351.00	$0.00	$88,596.00		$87,755.00		$176,351.00	
2	2.9	Culturally Relevant Summer Partnerships	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	2.10	Summer School CCSS Curriculum	All	No			All Schools	2024-2027								
2	2.11	Summer School for Incoming Seniors (BHS)	All	No			Specific Schools:	2024-2027	$0.00	$128,280.00	$0.00		$128,280.00		$128,280.00	

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
							BHS									
2	**2.12**	Orton-Gillingham and Wilson Reading Supports	All	No			All Schools	2024-2027								
2	**2.13**	MTSS Framework	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	**2.14**	Data Review and Progress Monitoring	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Black/African American Success Framework Implementation	All African American Students with additional attention on African American students at Willard Middle School	No			All Schools	2024-2027	$31,506.00	$60,000.00			$91,506.00		$91,506.00	
3	**3.2**	¡Adelante! Latinx Success Initiative	Latinx students	No			All Schools	2024-2027	$0.00	$40,000.00			$40,000.00		$40,000.00	
3	**3.3**	Intervention Services for Students Experiencing Homelessness	Low Income	Yes	Limited to Undupli cated Student Group(s)	Low Income	All Schools	2024-2027	$149,460.00	$0.00	$149,460.00				$149,460.00	
3	**3.4**	McKinney-Vento Training	Students experiencing Homelessness	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Coordination of School Based Services (TK-8)	All	No			All Schools	2024-2027								
3	**3.6**	Behavioral Health Services (TK-5 & BTA)	All	No			All Schools TK-5	2024-2027	$500,000.00	$0.00		$500,000.00			$500,000.00	
3	**3.7**	Middle School Restorative Justice Counselors (6-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-8	2024-2027	$454,412.00	$0.00	$391,892.00		$62,520.00		$454,412.00	
3	**3.8**	High School Restorative Justice Coordinators (BHS)	English Learners Foster Youth Low Income	Yes	Schoolw ide	English Learners Foster Youth Low Income	Specific Schools: BHS 9-12	2024-2027	$97,745.00	$0.00	$97,745.00				$97,745.00	
3	**3.9**	Counseling (6-8)	All	No			All Schools 6-8	2024-2027	$865,657.00	$0.00			$865,657.00		$865,657.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	Intervention Counseling (BHS)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS 9-12	2024-2027	$181,525.00	$0.00	$181,525.00				$181,525.00	
3	3.11	LEAP Class (BHS)	All	No			Specific Schools: BHS	2024-2027	$398,287.00	$0.00			$398,287.00		$398,287.00	
3	3.12	Improving Student Attendance	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.1	Build Relational Trust	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,080,405.00	$0.00	$869,676.00		$210,729.00		$1,080,405.00	
4	4.2	Leverage Community Assets	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.3	Family Engagement Capacity Building	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$85,000.00	$0.00	$85,000.00				$85,000.00	
4	4.4	High School attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	$106,528.00	$0.00	$106,528.00				$106,528.00	
4	4.5	Translation Costs	All	No			All Schools	2024-2027	$0.00	$20,000.00			$20,000.00		$20,000.00	
4	4.6	Program Support and Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$339,408.00	$0.00	$339,408.00				$339,408.00	
4	4.7	Additional Supports and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$316,328.00	$0.00	$316,328.00				$316,328.00	
5	5.1	College/Career Readiness Supports	All	No			Specific Schools: Berkeley Technology Academy	2024-2027	$0.00	$65,000.00		$65,000.00			$65,000.00	
5	5.2	Individual Learning Plans	All	No			Specific Schools: Berkeley Technology Academy		$0.00	$0.00		$0.00			$0.00	
5	5.3	Counseling Support	All	No			Specific Schools: BTA		$0.00	$0.00		$0.00			$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$110,708,125.00	$6,788,160	6.132%	0.000%	6.132%	$6,788,160.00	0.000%	6.132 %	**Total:**	$6,788,160.00
								LEA-wide Total:	$4,233,995.00
								Limited Total:	$2,274,895.00
								Schoolwide Total:	$279,270.00

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	1.4	Literacy Coaches (TK-8)	Yes	LEA-wide	English Learners	All Schools TK-8	$43,470.00	
1	1.11	AVID (6-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	6-8	$174,306.00	
1	1.12	Bridge Program (BHS)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS	$356,881.00	
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	$1,402,846.00	
2	2.4	ELD Support at each School (TK-12)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,986,686.00	
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$138,749.00	
2	2.7	Math Coaches and Support (TK-12)	Yes	LEA-wide	English Learners Low Income	All Schools	$59,064.00	

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	2.8	Math Support Classes (6-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-8	$88,596.00	
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$149,460.00	
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-8	$391,892.00	
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS 9-12	$97,745.00	
3	3.10	Intervention Counseling (BHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS 9-12	$181,525.00	
4	4.1	Build Relational Trust	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$869,676.00	
4	4.3	Family Engagement Capacity Building	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	
4	4.4	High School attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$106,528.00	
4	4.6	Program Support and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$339,408.00	
4	4.7	Additional Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$316,328.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,329,873.00	$14,269,512.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Induction Program	No	$171,765.00	$171,765.00
1	**1.2**	Literacy Improvement Action Plan	No	$0.00	$0.00
1	**1.3**	PK Literacy Support	No	$0.00	$0.00
1	**1.4**	Literacy Coaches (TK-8)	No	$2,114,559.00	$1,999,402.00
1	**1.5**	Literacy Universal Screener (K-8)	No	$0.00	$0.00
1	**1.6**	Integrated ELD Training and Support	No	$0.00	$0.00
1	**1.7**	Math Training for Certificated Staff (TK-8)	No	$40,000.00	$40,000.00
1	**1.8**	Math Curriculum and Educator Engagement	No	$0.00	$0.00
1	**1.9**	Science Program	No	$103,451.00	$92,272.00
1	**1.10**	Ethnic Studies	No	$139,709.00	$140,379.00
1	**1.11**	AVID (7-12)	Yes	$202,127.00	$180,576.00

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	1.12	Bridge Program (BHS)	Yes	$427,301.00	$430,338.00
1	1.13	CTE Pathways (BHS)	No	$112,263.00	$112,264.00
1	1.14	Collection and Analysis of Tier 1, 2 and 3 data	No	$0.00	$0.00
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	$2,241,700.00	$2,060,093.00
2	2.2	504 Coordinator	No	$183,045.00	$183,045.00
2	2.3	Special Day Class	No	$225,436.00	$392,206.00
2	2.4	ELD Support at each School (TK-12)	Yes	$1,899,428.00	$1,600,537.00
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	$126,400.00	$125,600.00
2	2.6	Support for Long Term Multilingual Language Learners (MLLs)	No	$40,000.00	$40,000.00
2	2.7	Math Coaches and Support (TK-12)	No	$154,106.00	$153,167.00
2	2.8	Math Support Classes (6-8)	Yes	$141,120.00	$131,044.00
2	2.9	Culturally Relevant Summer Partnerships	No	$0.00	$0.00
2	2.10	Summer School CCSS Curriculum	No	$992,000.00	$942,719.00

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)
2	2.11	Summer School for Incoming Seniors (BHS)	No	$0.00	$0.00
2	2.12	Orton-Gillingham and Wilson Reading Supports	No	$50,000.00	$50,000.00
2	2.13	MTSS Framework	No	$0.00	$0.00
2	2.14	Data Review and Progress Monitoring	No	$0.00	$0.00
3	3.1	Black/African American Success Framework Implementation	No	$117,291.00	$117,274.00
3	3.2	¡Adelante! Latinx Success Initiative	No	$205,000.00	$201,304.00
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	$143,021.00	$140,985.00
3	3.4	McKinney-Vento Training	No	$0.00	$0.00
3	3.5	Coordination of School Based Services (TK-8)	No	$135,000.00	$150,064.00
3	3.6	Behavioral Health Services (TK-5 & BTA)	No	$1,100,000.00	$783,000.00
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	$434,613.00	$401,541.00
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	$170,694.00	$186,270.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Counseling (6-8)	No	$806,576.00	$806,222.00
3	3.10	Intervention Counseling (BHS)	No	$341,280.00	$347,640.00
3	3.11	LEAP Class (BHS)	No	$563,496.00	$604,000.00
3	3.12	Improving Student Attendance	No	$0.00	$0.00
4	4.1	Build Relational Trust	Yes	$915,636.00	$898,668.00
4	4.2	Leverage Community Assets	No	$0.00	$0.00
4	4.3	Family Engagement Capacity Building	No	$108,110.00	$0.00
4	4.4	High School attendance	Yes	$97,571.00	$99,234.00
4	4.5	Translation Costs	No	$35,000.00	$35,000.00
4	4.6	Program Support and Evaluation	Yes	$304,073.00	$268,130.00
4	4.7	Additional Supports and Services	Yes	$406,385.00	$384,773.00
5	5.1	College/Career Readiness Supports	No	$0.00	$0.00
5	5.2	Individual Learning Plans	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.3**	Counseling Support	No	$81,717.00	$0.00

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)
$6,394,897.00	$7,510,059.00	$6,907,789.00	$602,270.00	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	1.11	AVID (7-12)	Yes	$202,127.00	$180,576.00		
1	1.12	Bridge Program (BHS)	Yes	$427,301.00	$430,338.00		
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	$2,241,700.00	$2,060,093.00		
2	2.4	ELD Support at each School (TK-12)	Yes	$1,899,428.00	$1,600,537.00		
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	$126,400.00	$125,600.00		
2	2.8	Math Support Classes (6-8)	Yes	$141,120.00	$131,044.00		
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	$143,021.00	$140,985.00		
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	$434,603.00	$401,541.00		
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	$170,694.00	$186,270.00		
4	4.1	Build Relational Trust	Yes	$915,636.00	$898,668.00		
4	4.4	High School attendance	Yes	$97,571.00	$99,234.00		
4	4.6	Program Support and Evaluation	Yes	$304,073.00	$268,130.00		
4	4.7	Additional Supports and Services	Yes	$406,385.00	$384,773.00		

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)
$105,905,991.00	$6,394,897.00	0	6.038%	$6,907,789.00	0.000%	6.523%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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).

California Department of Education
November 2024

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
		CAASPP (CAASPP scores will be reported mid year for the previous spring)		22/23	N/A	24/25	24/25	
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	All Students (Gr 3-8, 11)	67.2%	69.9%	70.7%	70.7%	76.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	African-American	25.7%	29.5%	29.8%	29.8%	40.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	American Indian/Native Alaskan	38.5%	< 4 students	0.0%	0.0%	47.5%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Asian	70.5%	70.1%	72.8%	72.8%	79.5%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Filipino	80.9%	78.4%	84.4%	84.4%	89.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Hispanic/Latino	53.1%	57.6%	57.2%	57.2%	68.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Native Hawaiian/Pacific Islander	*< 4 students*	< 4 students	28.6%	28.6%	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Two or more races	76.7%	80.3%	84.0%	84.0%	85.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	White	82.7%	84.2%	85.8%	85.8%	91.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	English learners	15.9%	13.5%	10.5%	10.5%	30.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Long Term English learners (Newly added)	3.1%	0.0%	10.3%	10.3%	12.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Socioeconomically disadvantaged	39.7%	49.6%	47.8%	47.8%	54.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Foster youth	*< 4 students*	< 4 students	37.5%	37.5%	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Students Experiencing Homelessness	20.2%	< 4 students	27.3%	27.3%	35.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Students with Disabilities	27.6%	24.7%	25.1%	25.1%	42.6%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	All Students (Gr 3-8, 11)	61.4%	64.7%	66.6%	66.6%	70.4%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	African-American	20.3%	26.2%	21.2%	21.2%	35.3%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	American Indian/Native Alaskan	23.1%	< 4 students	0.0%	0.0%	32.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Asian	68.1%	66.8%	75.3%	75.3%	77.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Filipino	58.7%	62.2%	71.9%	71.9%	67.7%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Hispanic/Latino	46.0%	48.0%	51.5%	51.5%	61.0%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Native Hawaiian/Pacific Islander	*< 4 students*	< 4 students	14.3%	14.3%	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Two or more races	70.9%	75.0%	78.0%	78.0%	79.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	White	77.2%	80.1%	81.0%	81.0%	86.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	English learners	18.4%	16.0%	21.2%	21.2%	33.4%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Long Term English learners (Newly added)	3.2%	0.0%	13.2%	13.2%	12.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Socioeconomically disadvantaged	32.9%	44.8%	42.8%	42.8%	47.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Foster youth	*< 4 students*	< 4 students	37.5%	37.5%	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Students Experiencing Homelessness	10.3%	< 4 students	19.4%	19.4%	25.3%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Students with Disabilities	22.5%	26.1%	24.2%	24.2%	37.5%
		DIBELS (will be reported on the end of year and mid year)		Spring 22/23	Spring 24/25	Dec 2025		
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	All Students (K-2)	81%	84.5%	72.80%	83.6%	81.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	African-American	56%	62.9%	49.40%	59.4%	71.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Asian	83%	87.0%	78.30%	92.1%	83.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Filipino	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Hispanic/Latino	69%	68.3%	54.40%	64.8%	80.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Two or more races	88%	90.6%	83.70%	92.6%	88.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	White	87%	92.7%	79.80%	91.5%	87.0%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	English learners	57%	60.9%	42.30%	61.2%	72.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Long Term English learners (Newly added)		<11 students	<11 students	<11 students	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Socioeconomically disadvantaged	62%	67.1%	53.30%	67.1%	77.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Students Experiencing Homelessness	33%	33.3%	32.40%	49.0%	48.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Students with Disabilities	47%	52.7%	38.30%	50.3%	62.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	All Students (3-5)	80%	76.7%	76.3%	76.5%	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	African-American	48%	38.7%	37.8%	38.1%	63.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Asian	84%	73.0%	72.3%	71.9%	84.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Filipino	81.80%	<11 students	<11 students	<11 students	81.80%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Hispanic/Latino	69%	64.0%	60.5%	59.6%	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Two or more races	88%	88.7%	88.4%	88.4%	88.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	White	92%	88.3%	90.1%	91.6%	92.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	English learners	39%	16.2%	14.4%	16.7%	54.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Long Term English learners (Newly added)	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Socioeconomically disadvantaged	55%	54.6%	49.8%	53.6%	70.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Foster Youth	*<11 students*	<11 students	<11 students	0.0%	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Students Experiencing Homelessness	33%	45.7%	31.8%	29.7%	48.0%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Students with Disabilities	42%	34.9%	34.3%	35.5%	57.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	All Students (6-8)	73%	77.1%	77.5%	76.9%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	African-American	36%	41.3%	41.7%	42.9%	51.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Asian	71%	78.1%	77.4%	75.3%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Filipino	82.40%	87.5%	82.4%	76.5%	82.4%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Hispanic/Latino	60%	66.8%	82.4%	64.8%	75.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Two or more races	85%	87.0%	85.1%	84.7%	85.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	White	88%	90.4%	91.8%	90.9%	88.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	English learners	30%	6.8%	8.9%	6.8%	45.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Long Term English learners (Newly added)		5.0%	2.6%	10.8%	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Socioeconomically disadvantaged	46%	52.6%	48.9%	48.7%	61.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Students Experiencing Homelessness	20%	29.5%	31.9%	34.6%	35.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Students with Disabilities	33%	33.3%	36.0%	34.7%	48.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	All Students (3-5)	78%	62.3%	63.4%	60.1%	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	African-American	46%	25.7%	25.9%	21.2%	61.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Asian	86%	68.6%	73.8%	69.8%	86.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Filipino	45.50%	<11 students	37.5%	<11 students	60.5%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Hispanic/Latino	65%	41.7%	43.6%	40.8%	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Two or more races	84%	76.6%	76.7%	71.2%	84.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	White	89%	74.2%	75.4%	73.0%	89.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	English learners	50%	24.5%	30.7%	17.2%	65.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Long Term English learners (Newly added)		<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Socioeconomically disadvantaged	52%	39.0%	39.6%	39.0%	67.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Students Experiencing Homelessness	36%	23.5%	21.7%	12.5%	51.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Students with Disabilities	39%	25.8%	22.9%	22.6%	54.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	All Students (6-8)	71%	57.7%	57.9%	57.1%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	African-American	30%	20.6%	19.5%	18.5%	45.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Asian	78%	67.4%	69.0%	67.5%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Filipino	76.50%	50.0%	58.8%	70.6%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Hispanic/Latino	58%	44.5%	43.2%	41.3%	73.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Two or more races	84%	68.4%	65.6%	61.5%	84.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	White	85%	70.7%	72.2%	73.4%	85.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	English learners	29%	15.9%	18.4%	6.9%	44.0%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Long Term English learners (Newly added)		<11 students	<11 students	2.8%	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Socioeconomically disadvantaged	45%	35.4%	29.5%	28.9%	60.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Students Experiencing Homelessness	18%	<11 students	15.6%	10.7%	33.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Students with Disabilities	30%	21.5%	17.6%	13.8%	45.0%
		ELPI		22/23	N/A	24/25		
4e	1	% of English Learner students making progress toward English language proficiency on the ELPAC	All Students	52.1%	56.90%	56.70%	56.70%	57.1%
		D&F rate (for mid year, report S1 data)		22/23		25/26 S1	25/26 S1	
8a	1	% of high school students who receive end-of-course grades of D or F	All Students	22.5%	18.6%	16.9%	16.9%	13.5%
8a	1	% of high school students who receive end-of-course grades of D or F	African-American	52.8%	45.8%	42.5%	42.5%	37.8%
8a	1	% of high school students who receive end-of-course grades of D or F	American Indian/Native Alaskan	*< 11 students*	< 11 students	< 11 students	< 11 students	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Asian	17.7%	15.4%	9.1%	9.1%	8.7%
8a	1	% of high school students who receive end-of-course grades of D or F	Filipino	23.8%	6.1%	3.6%	3.6%	14.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Hispanic/Latino	35.5%	29.4%	28.8%	28.8%	20.5%
8a	1	% of high school students who receive end-of-course grades of D or F	Native Hawaiian/Pacific Islander	*< 11 students*	< 11 students	< 11 students	< 11 students	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Two or more races	17.5%	12.3%	12.4%	12.4%	8.5%
8a	1	% of high school students who receive end-of-course grades of D or F	White	9.4%	7.5%	7.3%	7.3%	0.4%
8a	1	% of high school students who receive end-of-course grades of D or F	English learners	46.2%	*46.1%*	47.7%	47.7%	31.2%
8a	1	% of high school students who receive end-of-course grades of D or F	Long Term English learners (Newly added)		*57.6%*	59.0%	59.0%	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Socioeconomically disadvantaged	45.8%	*36.2%*	33.8%	33.8%	30.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Foster Youth	*< 11 students*	*90.9%*	83.3%	83.3%	n/a

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
8a	1	% of high school students who receive end-of-course grades of D or F	Students Experiencing Homelessness	65.8%	*52.9%*	57.1%	57.1%	50.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Students with Disabilities	58.3%	*44.0%*	41.5%	41.5%	43.3%
		AP			N/A	24–25 data	(No Update)	
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	All Students	26.0%	26.2%	27.30%	27.3%	29.0%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	African-American	3.0%	5.2%	4.80%	4.8%	8.0%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Asian	26.2%	24.9%	35.10%	35.1%	29.2%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Filipino	7.1%	16.7%	22.60%	22.6%	10.1%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Hispanic/Latino	19.3%	19.2%	20.90%	20.9%	24.3%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	9.10%	9.1%	n/a
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Two or more races	27.9%	26.6%	29.90%	29.9%	30.9%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	White	36.3%	36.7%	36.80%	36.8%	39.3%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	English learners	1.9%	1.5%	1.50%	1.5%	6.9%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Long Term English learners (Newly added)	*<11 students*	<11 students	<11 students	<11 students	n/a
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Socioeconomically disadvantaged	11.1%	11.8%	11.70%	11.7%	16.1%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Students Experiencing Homelessness	4.3%	2.9%	1.00%	1.0%	9.3%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Students with Disabilities	2.3%	2.4%	1.50%	1.5%	7.3%
		A-G eligibility			23/24	Class of 2025	Class of 2026 (as of spring 2026)	
4b	1	% of students meeting a-g requirements	All Students	63.5%	54.2%	65.50%	68.0%	72.5%
4b	1	% of students meeting a-g requirements	African-American	26.3%	18.9%	34.00%	24.8%	41.3%
4b	1	% of students meeting a-g requirements	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
4b	1	% of students meeting a-g requirements	Asian	66.7%	46.8%	55.60%	72.9%	75.7%
4b	1	% of students meeting a-g requirements	Filipino	*<11 students*	<11 students	<11 students	<11 students	n/a
4b	1	% of students meeting a-g requirements	Hispanic/Latino	48.8%	48.3%	56.20%	59.0%	63.8%
4b	1	% of students meeting a-g requirements	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
4b	1	% of students meeting a-g requirements	Two or more races	70.3%	52.8%	74.60%	68.7%	79.3%
4b	1	% of students meeting a-g requirements	White	79.4%	70.3%	79.90%	85.8%	88.4%
4b	1	% of students meeting a-g requirements	English learners	6.3%	0.0%	5.40%	21.7%	21.3%
4b	1	% of students meeting a-g requirements	Long Term English learners (Newly added)		n/a	<11 students	<11 students	n/a
4b	1	% of students meeting a-g requirements	Socioeconomically disadvantaged	33.3%	28.2%	36.20%	40.2%	48.3%
4b	1	% of students meeting a-g requirements	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
4b	1	% of students meeting a-g requirements	Students Experiencing Homelessness	17.2%	10.0%	17.70%	21.4%	32.2%
4b	1	% of students meeting a-g requirements	Students with Disabilities	14.1%	7.1%	17.20%	15.5%	29.1%
		% of students who meet a-g requirements AND complete a CTE pathway			23/24	Class of 2025	Class of 2025 (Will be updated fall of 2026)	
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	All Students	29.10%	21.6%	34.00%	34.00%	32.1%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	African-American	15.20%	11.8%%	23.00%	23.0%	20.2%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Asian	34.80%	18.0%	33.30%	33.3%	37.8%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Filipino	*<11 students*	<11 students	<11 students	<11 students	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Hispanic/Latino	28.70%	18.8%	31.30%	31.3%	33.7%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Two or more races	29.70%	18.3%	41.20%	41.2%	32.7%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	White	32.00%	28.0%	37.30%	37.3%	35.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	English learners	0.00%	0.0%	0.0%	0.0%	5.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Long Term English learners (Newly added)		n/a	<11 students	<11 students	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Socioeconomically disadvantaged	18.00%	14.7%	27.6%%	27.6%%	23.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Students Experiencing Homelessness	6.90%	0.0%	11.80%	11.8%	11.9%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Students with Disabilities	4.70%	1.9%	11.10%	11.1%	9.7%
		% of students who graduate and complete a CTE pathway			23/24	Class of 2025	Class of 2025 (Will be updated fall of 2026)	
4c	1	% of students who graduate and complete a CTE pathway	All Students	36.6%	31.7%	40.4%	40.4%	39.6%
4c	1	% of students who graduate and complete a CTE pathway	African-American	30.3%	31.8%	31.0%	31.0%	35.3%
4c	1	% of students who graduate and complete a CTE pathway	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
4c	1	% of students who graduate and complete a CTE pathway	Asian	39.4%	26.2%	38.9%	38.9%	42.4%
4c	1	% of students who graduate and complete a CTE pathway	Filipino	*<11 students*	<11 students	<11 students	<11 students	n/a
4c	1	% of students who graduate and complete a CTE pathway	Hispanic/Latino	40.9%	29.5%	39.3%	39.3%	45.9%
4c	1	% of students who graduate and complete a CTE pathway	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
4c	1	% of students who graduate and complete a CTE pathway	Two or more races	35.6%	30.2%	45.6%	45.6%	38.6%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
4c	1	% of students who graduate and complete a CTE pathway	White	36.3%	34.5%	42.3%	42.3%	39.3%
4c	1	% of students who graduate and complete a CTE pathway	English learners	12.5%	3.3%	8.1%	8.1%	17.5%
4c	1	% of students who graduate and complete a CTE pathway	Long Term English learners (Newly added)	*<11 students*	n/a	*<11 students*	<11 students	n/a
4c	1	% of students who graduate and complete a CTE pathway	Socioeconomically disadvantaged	31.1%	30.2%	36.2%	36.2%	36.1%
4c	1	% of students who graduate and complete a CTE pathway	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
4c	1	% of students who graduate and complete a CTE pathway	Students Experiencing Homelessness	13.8%	0.0%	17.7%	17.7%	18.8%
4c	1	% of students who graduate and complete a CTE pathway	Students with Disabilities	17.6%	19.8%	17.2%	17.2%	22.6%
					23/24	Class of 2025	Class of 2025 (Will be updated fall of 2026)	
8a	1	State College/Career Indicator - Percent Prepared	All Students	62.3%	57.70%	73%	73%	71.3%
8a	1	State College/Career Indicator - Percent Prepared	African-American	28.9%	17.6%	47.50%	47.5%	43.9%
8a	1	State College/Career Indicator - Percent Prepared	American Indian/Native Alaskan	*< 11 students*	< 11 students	< 11 students	< 11 students	n/a
8a	1	State College/Career Indicator - Percent Prepared	Asian	63.9%	55.6%	64.30%	64.3%	72.9%
8a	1	State College/Career Indicator - Percent Prepared	Filipino	*< 11 students*	< 11 students	< 11 students	< 11 students	n/a
8a	1	State College/Career Indicator - Percent Prepared	Hispanic/Latino	59.8%	51.1%	62.80%	62.8%	74.8%
8a	1	State College/Career Indicator - Percent Prepared	Native Hawaiian/Pacific Islander	*< 11 students*	< 11 students	< 11 students	< 11 students	n/a
8a	1	State College/Career Indicator - Percent Prepared	Two or more races	65.6%	61.7%	79.30%	79.3%	74.6%
8a	1	State College/Career Indicator - Percent Prepared	White	73.3%	74.4%	85.40%	85.4%	82.3%
8a	1	State College/Career Indicator - Percent Prepared	English learners	27.0%	13.6%	28.80%	28.8%	42.0%
8a	1	State College/Career Indicator - Percent Prepared	Long Term English learners (Newly added)		15.6%	34.60%	34.6%	n/a
8a	1	State College/Career Indicator - Percent Prepared	Socioeconomically disadvantaged	45.0%	31.9%	58.60%	58.6%	60.0%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
8a	1	State College/Career Indicator - Percent Prepared	Foster Youth	*< 11 students*	< 11 students	< 11 students	< 11 students	n/a
8a	1	State College/Career Indicator - Percent Prepared	Students Experiencing Homelessness	18.2%	4.9%	28.90%	28.9%	33.2%
8a	1	State College/Career Indicator - Percent Prepared	Students with Disabilities	20.7%	15.2%	29.30%	29.3%	35.7%
		% of students who graduated (4 Year Cohort Grad Rate)			23/24	Class of 2025	Class of 2025 (Will be updated fall of 2026)	
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	All Students	92.5%	94.9%	94.8%	94.8%	95.0%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	African-American	92.9%	92.6%	96.1%	96.1%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	American Indian/Native Alaskan	*<11 students*	< 11 students	< 11 students	< 11 students	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Asian	94.3%	98.4%	98.2%	98.2%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Filipino	*<11 students*	< 11 students	< 11 students	< 11 students	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Hispanic/Latino	91.4%	95.7%	91.2%	91.2%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Native Hawaiian/Pacific Islander	*<11 students*	< 11 students	< 11 students	< 11 students	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Two or more races	95.4%	94.7%	97.4%	97.4%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	White	91.5%	95.5%	95.2%	95.2%	95.0%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	English learners	82.5%	86.4%	86.8%	86.8%	95.0%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Long Term English learners (Newly added)	*not available from dataquest*	90.6%	96.2%	96.2%	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Socioeconomically disadvantaged	92.8%	92.6%	93.8%	93.8%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Foster Youth	*<11 students*	< 11 students	< 11 students	< 11 students	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Students Experiencing Homelessness	93.9%	87.8%	87.2%	87.2%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Students with Disabilities	83.2%	87.3%	85.7%	85.7%	95.0%
	1	% of students meeting CAST Science Standards	All Students	50.4%%	55.50%	59.26%	59.26%	

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
	1	% of students meeting CAST Science Standards	African-American		22%	19.91%	19.91%	
	1	% of students meeting CAST Science Standards	American Indian/Native Alaskan		<11 students	<11 students	<11 students	
	1	% of students meeting CAST Science Standards	Asian		54%	55.03%	55.03%	
	1	% of students meeting CAST Science Standards	Filipino		47.4%	52.94%	52.94%	
	1	% of students meeting CAST Science Standards	Hispanic/Latino		38%	43.06%	43.06%	
	1	% of students meeting CAST Science Standards	Native Hawaiian/Pacific Islander		<11 students	<11 students	<11 students	
	1	% of students meeting CAST Science Standards	Two or more races		64%	71.34%	71.34%	
	1	% of students meeting CAST Science Standards	White		73%	74.42%	74.42%	
	1	% of students meeting CAST Science Standards	English learners		4%	3.53%	3.53%	
	1	% of students meeting CAST Science Standards	Long Term English learners (Newly added)		4.4%	0.00%	0.00%	
	1	% of students meeting CAST Science Standards	Socioeconomically disadvantaged		31%	31.00%	31.00%	
	1	% of students meeting CAST Science Standards	Foster Youth		<11 students	<11 students	<11 students	
	1	% of students meeting CAST Science Standards	Students Experiencing Homelessness		14%	16.00%	16.00%	
	1	% of students meeting CAST Science Standards	Students with Disabilities		15%	19.00%	19.00%	
		% of English Learner students reclassified as Fluent English Proficient			N/A	24/25 Academic Year	As of May 1, 2026	
4f	2	% of English Learner students reclassified as Fluent English Proficient	All Students	17.0%	16.7%	27.30%	11.73%	20.0%
4f	2	% of English Learner students reclassified as Fluent English Proficient	African-American	21.1%	20.0%	28.6%	29.4%	24.1%
4f	2	% of English Learner students reclassified as Fluent English Proficient	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Asian	21.4%	14.4%	33.90%	11.1%	24.4%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Filipino	*<11 students*	<11 students	<11 students	<11 students	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Hispanic/Latino	15.1%	20.6%	18.70%	9.7%	18.1%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
4f	2	% of English Learner students reclassified as Fluent English Proficient	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Two or more races	8.3%	27.30%	<11 students	<11 students	11.3%
4f	2	% of English Learner students reclassified as Fluent English Proficient	White	18.9%	8.5%	37.10%	16.7%	21.9%
4f	2	% of English Learner students reclassified as Fluent English Proficient	English learners	n/a	16.7%	27.30%	11.7%	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Spanish Speaking EL		20.5%	17.50%	5.4%	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Long Term English learners (Newly added)		n/a	n/a	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Socioeconomically disadvantaged	17.1%	15.2%	13.30%	10.8%	20.1%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Students Experiencing Homelessness	0.0%	6.1%	<11 students	<11 students	3.0%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Students with Disabilities	16.7%	20.5%	18.20%	6.0%	
		% of middle school students who have dropped out of school Numbers are too small to report for overall or subgroups		Class of 2023 (4-Year Cohort)	Class of 2024 (4-Year Cohort)	Class of 2025 (4-Year Cohort)	Class of 2025 (Will be updated fall of 2026)	
5c	2	% of middle school students who have dropped out of school Numbers are too small to report for overall or subgroups	All Students	0%	0%	Not available yet	Not available yet	
5d	2	% of high school students who have dropped out of school	All Students	6.70%	4.40%	3.3%	3.3%	3.7%
5d	2	% of high school students who have dropped out of school	African-American	6.20%	5.9%	2.0%	2.0%	3.2%
5d	2	% of high school students who have dropped out of school	American Indian/Native Alaskan	*<11 students*	<11 students	<11 students	<11 students	n/a
5d	2	% of high school students who have dropped out of school	Asian	4.30%	1.6%	1.8%	1.8%	1.3%
5d	2	% of high school students who have dropped out of school	Filipino	*<11 students*	<11 students	<11 students	<11 students	n/a
5d	2	% of high school students who have dropped out of school	Hispanic/Latino	8.60%	4.3%	6.0%	6.0%	5.6%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
5d	2	% of high school students who have dropped out of school	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	<11 students	<11 students	n/a
5d	2	% of high school students who have dropped out of school	Two or more races	3.10%	4.5%	0.9%	0.9%	0.1%
5d	2	% of high school students who have dropped out of school	White	7.60%	3.4%	2.8%	2.8%	4.6%
5d	2	% of high school students who have dropped out of school	English learners	17.50%	13.6%	7.6%	7.6%	14.5%
5d	2	% of high school students who have dropped out of school	Long Term English learners (Newly added)		<11 students	<11 students	<11 students	n/a
5d	2	% of high school students who have dropped out of school	Socioeconomically disadvantaged	6.30%	6.5%	4.0%	4.0%	3.3%
5d	2	% of high school students who have dropped out of school	Foster Youth	*<11 students*	<11 students	<11 students	<11 students	n/a
5d	2	% of high school students who have dropped out of school	Students Experiencing Homelessness	6.10%	12.5%	4.4%	4.4%	3.1%
5d	2	% of high school students who have dropped out of school Numbers are too small to report for overall or subgroups	Students with Disabilities	14.20%	10.7%	7.8%	7.8%	11.2%
		District Attendance Rate		22/23	24/25 Semester 1	2025-26 sem 1	As of 5/1/26	
5a	3	District Attendance Rate	All Students	94.54%	95.10%	95.20%	94.4%	95.0%
5a	3	District Attendance Rate	African-American	92.3%	92.46%	92.50%	91.1%	95.0%
5a	3	District Attendance Rate	American Indian/Native Alaskan	94.0%	95.48%	95.10%	95.2%	95.0%
5a	3	District Attendance Rate	Asian	95.4%	96.44%	96.10%	95.9%	95.0%
5a	3	District Attendance Rate	Filipino	96.4%	96.68%	96.50%	95.6%	95.0%
5a	3	District Attendance Rate	Hispanic/Latino	93.8%	94.60%	94.20%	93.6%	95.0%
5a	3	District Attendance Rate	Native Hawaiian/Pacific Islander	92.4%	92.49%	95.00%	92.4%	95.0%
5a	3	District Attendance Rate	Two or more races	94.8%	95.83%	95.40%	94.6%	95.0%
5a	3	District Attendance Rate	White	95.3%	95.95%	96.10%	95.4%	95.0%
5a	3	District Attendance Rate	English learners	93.2%	93.93%	94.04%	92.9%	95.0%
5a	3	District Attendance Rate	Long Term English learners (Newly added)		93.46%	94.48%	93.30%	n/a
5a	3	District Attendance Rate	Socioeconomically disadvantaged	92.7%	93.35%	93.23%	92.2%	95.0%
5a	3	District Attendance Rate	Foster youth	94.5%	88.07%	86.60%	87.0%	95.0%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
5a	3	District Attendance Rate	Students Experiencing Homelessness	89.4%	87.01%	88.71%	85.3%	95.0%
5a	3	District Attendance Rate	Students with Disabilities	92.3%	92.70%	92.12%	91.6%	95.0%
5b	3	% of students who are chronically absent	All Students	13.8%	10.42%	10.83%	12.3%	9.0%
5b	3	% of students who are chronically absent	African-American	26.3%	23.67%	23.80%	28.3%	9%
5b	3	% of students who are chronically absent	American Indian/Native Alaskan	14.3%	11.11%	15.79%	15.8%	9%
5b	3	% of students who are chronically absent	Asian	9.9%	7.54%	8.77%	8.6%	9%
5b	3	% of students who are chronically absent	Filipino	4.1%	6.98%	7.69%	9.0%	9%
5b	3	% of students who are chronically absent	Hispanic/Latino	17.5%	13.09%	14.18%	15.5%	9%
5b	3	% of students who are chronically absent	Native Hawaiian/Pacific Islander	25.0%	15.00%	15.79%	23.8%	9%
5b	3	% of students who are chronically absent	Two or more races	12.9%	7.96%	8.86%	10.8%	9%
5b	3	% of students who are chronically absent	White	9.3%	6.58%	6.59%	7.3%	9%
5b	3	% of students who are chronically absent	English learners	21.3%	15.74%	17.29%	18.5%	9%
5b	3	% of students who are chronically absent	Long Term English learners (Newly added)		16.38%	18.68%	18.4%	
5b	3	% of students who are chronically absent	Socioeconomically disadvantaged	24.7%	18.55%	19.49%	23.0%	9%
5b	3	% of students who are chronically absent	Foster youth	*<11 students*	34.78%	36.36%	37.0%	9%
5b	3	% of students who are chronically absent	Students Experiencing Homelessness	13.8%	43.15%	41.59%	47.2%	9%
5b	3	% of students who are chronically absent	Students with Disabilities	23.7%	20.71%	22.00%	23.6%	9%
		% of students suspended once or more			24/25 S1		as of 4/28	
6a	3	% of students suspended once or more	All Students	1.8%	0.66%	0.72%	1.20%	<2%
6a	3	% of students suspended once or more	African-American	6.2%	2.22%	2.26%	4.1%	<2%
6a	3	% of students suspended once or more	American Indian/Native Alaskan	3.2%	0.00%	10.00%	10.5%	<2%
6a	3	% of students suspended once or more	Asian	1.3%	0.79%	0.62%	0.8%	<2%
6a	3	% of students suspended once or more	Filipino	1.9%	0.00%	0.00%	1.3%	<2%
6a	3	% of students suspended once or more	Hispanic/Latino	2.0%	0.49%	0.57%	1.1%	<2%
6a	3	% of students suspended once or more	Native Hawaiian/Pacific Islander		5.00%	5.26%	4.8%	n/a
6a	3	% of students suspended once or more	Two or more races	1.2%	0.47%	0.38%	0.5%	<2%
6a	3	% of students suspended once or more	White	0.6%	0.38%	0.47%	0.8%	<2%
6a	3	% of students suspended once or more	English learners	1.8%	0.72%	1.37%	1.2%	<2%

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6a	3	% of students suspended once or more	Long Term English learners (Newly added)		3.45%	4.40%	4.6%	n/a
6a	3	% of students suspended once or more	Socioeconomically disadvantaged	3.8%	1.53%	1.32%	2.2%	<2%
6a	3	% of students suspended once or more	Foster Youth	19.2%	13.04%	13.04%	14.8%	2.0%
6a	3	% of students suspended once or more	Students Experiencing Homelessness	8.7%	4.06%	4.17%	5.6%	2.0%
6a	3	% of students suspended once or more	Students with Disabilities	5.8%	2.88%	2.56%	4.1%	<2%
		% of students expelled			23–24 Academic year	(no mid-year updates)	Updated Fall 2026	
6b	3	% of students expelled	All Students	0.0%	0.0%	0.0%	0.0%	<1%
6b	3	% of students expelled	African-American	0	0.1%	0.1%	<11 students	<1%
6b	3	% of students expelled	American Indian/Native Alaskan	3.2%	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	Asian	0	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	Filipino	0	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	Hispanic/Latino	0.05%	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	Native Hawaiian/Pacific Islander	0	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	Two or more races	0	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	White	0.03%	0.0%	0.0%	<11 students	<1%
6b	3	% of students expelled	English learners	0	n/a	n/a	n/a	<1%
6b	3	% of students expelled	Long Term English learners (Newly added)	0	n/a	n/a	n/a	<1%
6b	3	% of students expelled	Socioeconomically disadvantaged	0	n/a	n/a	n/a	<1%
6b	3	% of students expelled	Foster Youth	0	n/a	n/a	n/a	<1%
6b	3	% of students expelled	Students Experiencing Homelessness	0	n/a	n/a	n/a	<1%
6b	3	% of students expelled	Students with Disabilities	0	0.0%	0.0%	<11 students	<1%
		CHKS			24/25 CHKS			
6c	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	All Students	66.0%	68.8%	68.8%	72.5%	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	**5th grade**	81%	84%	84%	82%	81% or higher

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	African-American	80%	83%	83%	70%	80% or higher
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	American Indian/Native Alaskan	n/a	<10 students	<10 students	<10 students	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Asian	82%	87%	87%	86%	80% or higher
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Filipino	n/a	<10 students	<10 students	<10 students	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Hispanic/Latino	80%	82%	82%	84%	80% or higher
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Native Hawaiian/Pacific Islander	n/a	<10 students	<10 students	<10 students	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Two or more races	81%	87%	87%	81%	80% or higher
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	White	83%	85%	85%	85%	80% or higher
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	English learners	n/a	n/a	n/a	n/a	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Long Term English learners (Newly added)	n/a	n/a	n/a	n/a	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Socioeconomically disadvantaged	n/a	not collected	not collected	not collected	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Foster youth	n/a	not collected	not collected	not collected	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Students Experiencing Homelessness	n/a	not collected	not collected	not collected	
6C	3	% of students reporting 'Yes, most of the time' or 'Yes, all of the time' for School Connectedness (annual CHKS survey)	Students with Disabilities	n/a	n/a	n/a	n/a	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	**7th grade**	*64%*	67%	67%	69%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American	52%	54%	54%	69%	70% or higher

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian	63%	80%	80%	71%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino	n/a	n/a	n/a	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino	63%	64%	64%	68%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races	64%	66%	66%	66%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White	72%	71%	71%	72%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners	62%	64%	64%	57%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)	72%	< 10 students	< 10 students	< 10 students	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged	n/a	not collected	not collected	not collected	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth	n/a	not collected	not collected	not collected	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness	n/a	not collected	not collected	not collected	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities	49%	61%	61%	70%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	**9th grade**	63%	68%	68%	72%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American	56%	60%	60%	62%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian	65%	63%	63%	72%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino	61%	65%	65%	66%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander	n/a	< 10 students	< 10 students	< 10 students	

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races	63%	71%	71%	73%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White	66%	71%	71%	76%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners	60%	78%	78%	69%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)	62%	< 10 students	< 10 students	< 10 students	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged	n/a	not collected	not collected	not collected	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth	n/a	not collected	not collected	not collected	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness	n/a	not collected	not collected	not collected	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities	51%	65%	65%	63%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	**11th grade**	60%	61%	61%	70%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American	52%	52%	52%	56%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian	56%	71%	71%	70%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino	55%	50%	50%	72%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races	66%	62%	62%	68%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White	66%	68%	68%	74%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners	70%	52%	52%	51%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged	n/a	n/a	n/a	n/a	

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth	n/a	n/a	n/a	n/a	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness	n/a	n/a	n/a	n/a	
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities	55%	54%	54%	59%	70% or higher
6c	3	% of students reporting caring relationships with adults at school (annual CHKS survey)	All students	69.0%	72.1%	72.1%	70.5%	
6C	3	% of students reporting caring relationships with adults at school	**5th grade**	76%	84%	84%	82%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	83%	79%	79%	85%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students	<10 students	<10 students	
6C	3	% of students reporting caring relationships with adults at school	Asian	75%	79%	79%	88%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students	<10 students	<10 students	
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	75%	83%	83%	85%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students	<10 students	<10 students	
6C	3	% of students reporting caring relationships with adults at school	Two or more races	75%	89%	89%	78%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	White	76%	85%	85%	80%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	n/a	n/a	n/a	n/a	
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	n/a	n/a	n/a	n/a	
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a	not collected	not collected	
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	n/a	not collected	not collected	
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	n/a	not collected	not collected	
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	n/a	n/a	n/a	n/a	
6C	3	% of students reporting caring relationships with adults at school	**7th grade**	*65%*	71%	71%	67%	70% or higher

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	African-American	62%	67%	67%	81.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Asian	70%	73%	73%	62%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	62%	72%	72%	65.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Two or more races	63%	69%	69%	66.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White	69%	71%	71%	69.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	70%	70%	70%	57	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	72%	< 10 students	< 10 students	< 10 students	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a	n/a	n/a	
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	66%	80%	80%	69.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	**9th grade**	67%	70%	70%	68%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	73%	68%	68%	64%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Asian	63%	69%	69%	68%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	65%	65%	65%	61%	70% or higher

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Two or more races	66%	73%	73%	72%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White	67%	71%	71%	70%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	69%	< 10 students	< 10 students	60%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	80%	< 10 students	< 10 students	< 10 students	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a	n/a	n/a	
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	70%	74%	74%	68%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	**11th grade**	70%	67%	67%	69%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	72%	76%	76%	72%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Asian	71%	63%	63%	65%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	69%	64%	64%	72%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Two or more races	71%	67%	67%	72%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White	71%	71%	71%	69%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	65%	57%	57%	62%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	n/a	< 10 students	< 10 students	< 10 students	

F	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	Mid Year (as of Dec 31 2025)	2025-26 EOY (as of 5/1/26)	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a	n/a	n/a	
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	< 10 students	< 10 students	< 10 students	
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	72%	66%	66%	71%	70% or higher
3	4	# of parents competing the annual LCAP/Strategic Plan survey		455	382	382	295	at or above 800
3	4	% of schools with appropriately constituted SSCs		100%	100%	100%	100%	maintain
6C	4	% Parents/Families with Multilingual Language Learners who feel school is welcoming environment	English learners	75%	73%	73%	69%	increase to 80%
3	4	% of schools with appropriately constituted ELACs	English learners	100%	100%	100%	100%	maintain
6C	4	% Parents/Families with students with disabilities who feel school is welcoming environment	Students with Disabilities	67%	65%	65%	73%	increase to 75%
5.1	5	Graduation Rate as measured by the CA School Dashboard	BTA Students	97%	94%	92.70%	92.70%	Maintain 95% or higher
5.2	5	State College/Career Indicator- Percent Prepared	BTA Students	Overall 0% prepared African American 0% prepared. Students Experiencing Homelessness 0% prepared. Socioeconomically Disadvantaged 0% prepared. Two or More Races 0% Prepared	Overall: 5.8%, African American 0%, Students Experiencing Homelessness 0%, Socioeconomically Disadvanged 7%, Two or More Races 25%	Overall: 5.8%, African American 0%, Students Experiencing Homelessness 0%, Socioeconomically Disadvanged 7%, Two or More Races 25%	Overall: 5.8%, African American 0%, Students Experiencing Homelessness 0%, Socioeconomically Disadvanged 7%, Two or More Races 25%	15%
5.3	5	CA School Dashboard- Suspension Rate	BTA Students	Overall 13.7%. African American: 17.1%, Socioeconomically Disadvantaged: 11.3%	Overall: 10.6%, African American 18.6%, Socioeconomically Disadvantaged: 13.1%	Overall: 10.6%, African American 18.6%, Socioeconomically Disadvantaged: 13.1%	Overall: 10.6%, African American 18.6%, Socioeconomically Disadvantaged: 13.1%	5%