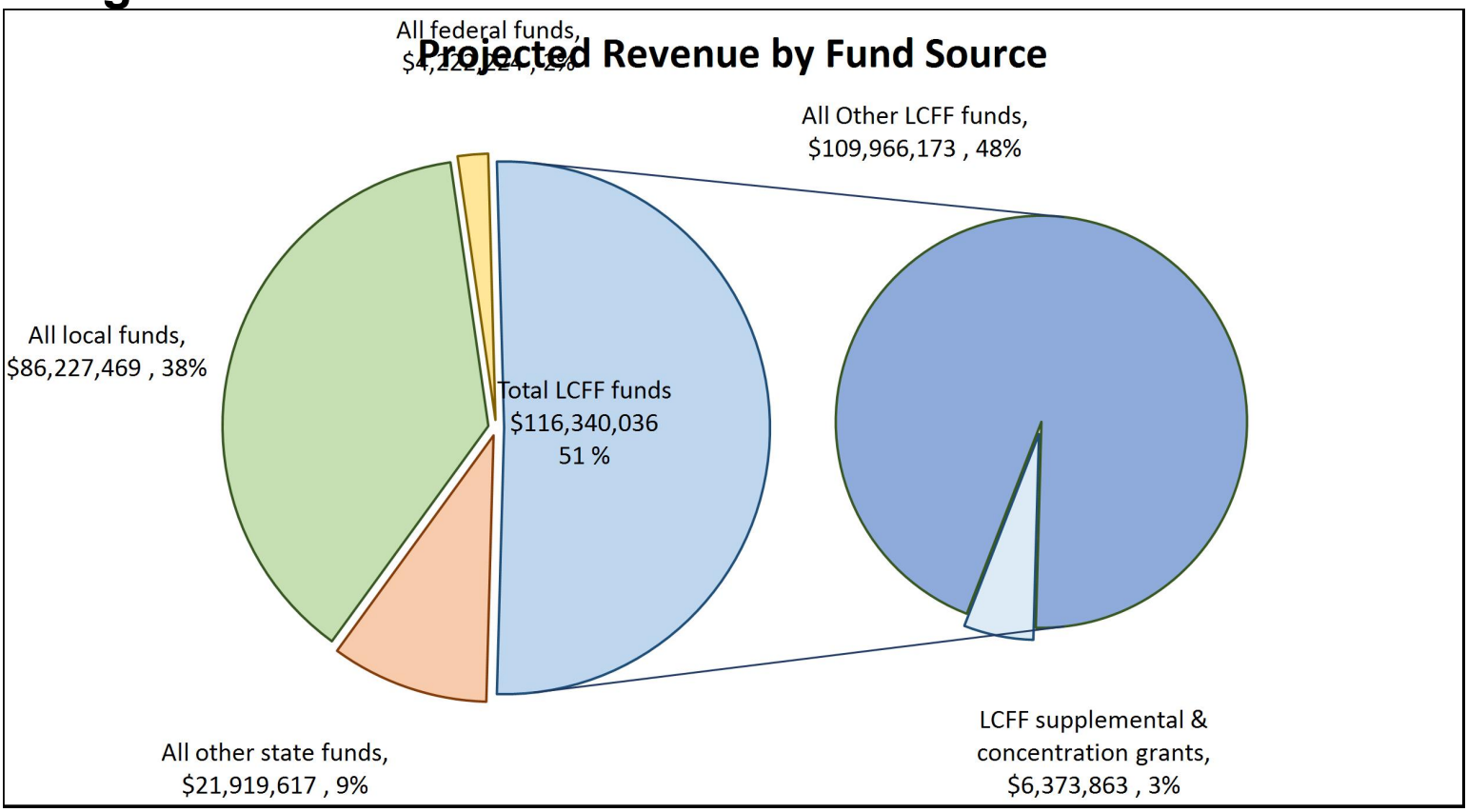
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Berkeley Unified School District
CDS Code: 01-61143-0000000
School Year: 2025-26
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 2025-26 School Year



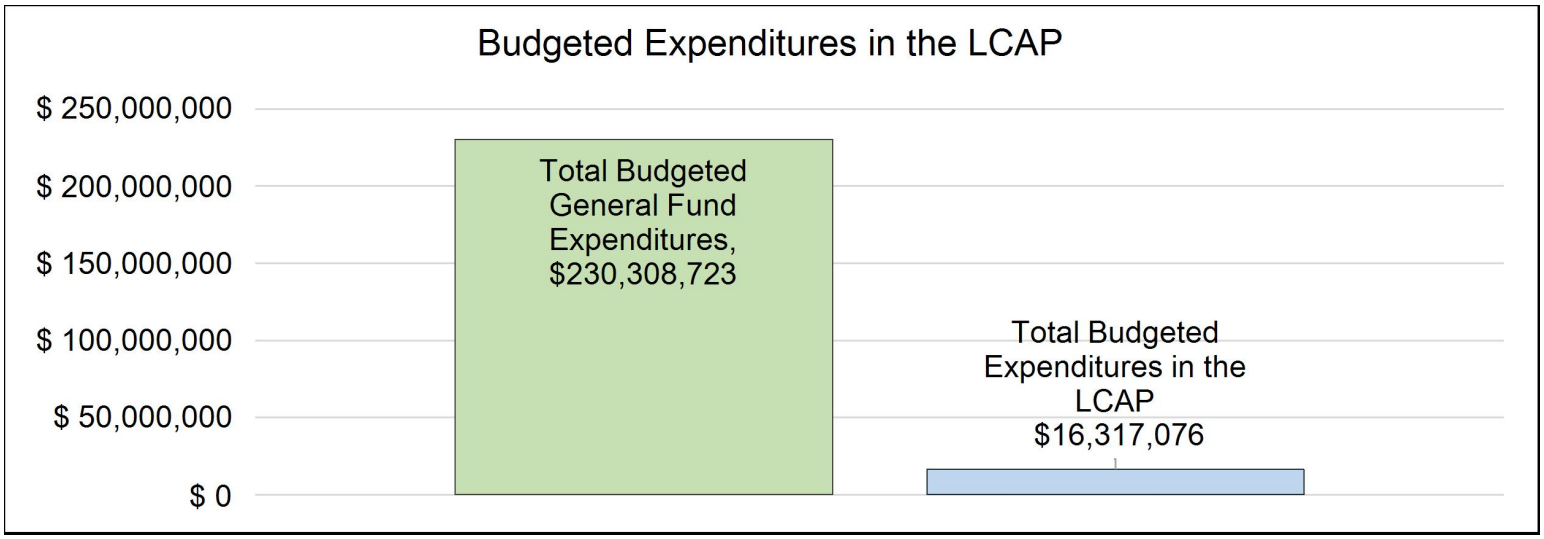
This chart shows the total general purpose revenue Berkeley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Berkeley Unified School District is $228,709,346, of which $116,340,036 is Local Control Funding Formula (LCFF), $21,919,617 is other state funds, $86,227,469 is local funds, and $4,222,224 is federal funds. Of the $116,340,036 in LCFF Funds,

$6,373,863 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Berkeley Unified School District plans to spend $230,308,723 for the 2025-26 school year. Of that amount, $16,317,076 is tied to actions/services in the LCAP and $213,991,647 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

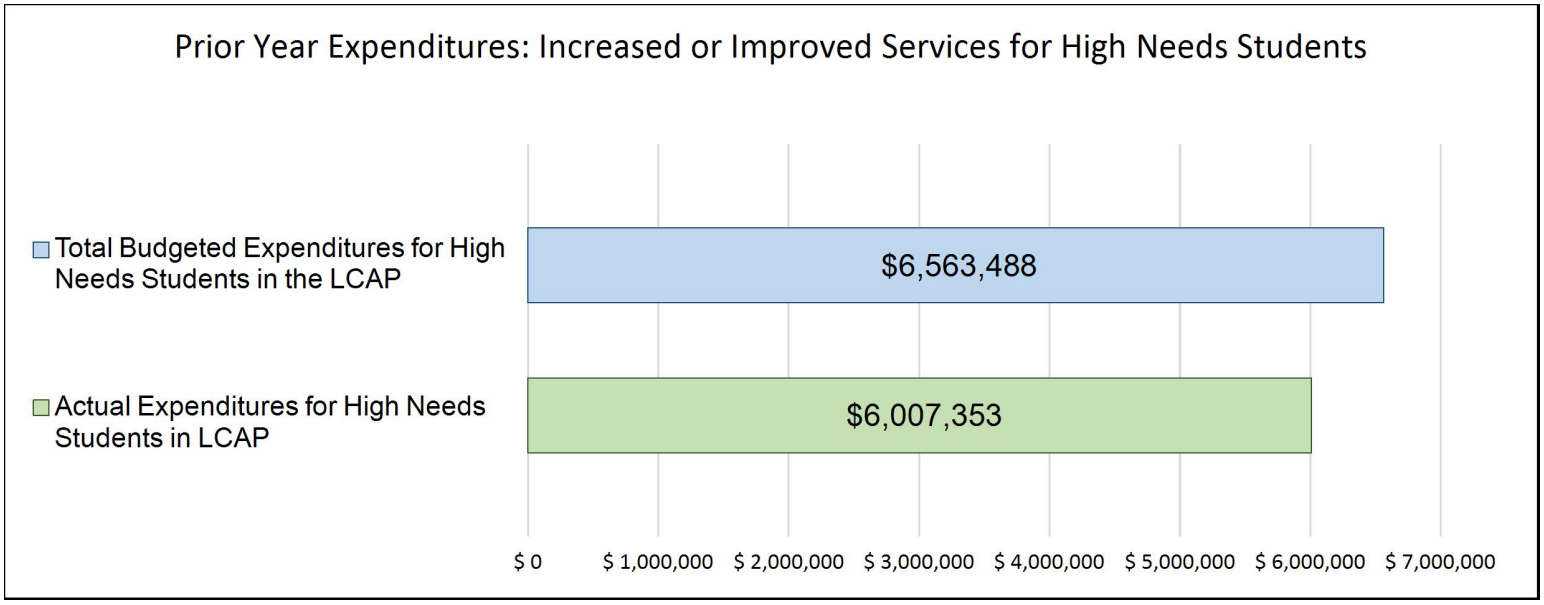
Salaries and benefits for certificated, classified support staff, and administration as well as textbooks, instructional supplies, utilities, insurance, technology, maintenance, operations and transportation (the entire district budget may be found on our district website)

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

In 2025-26, Berkeley Unified School District is projecting it will receive $6,373,863 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 $$6,384,743.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what 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 2024-25, Berkeley Unified School District's LCAP budgeted $6,563,488 for planned actions to increase or improve services for high needs students. Berkeley Unified School District actually spent $6,007,353 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $556,135 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 some costs were paid for with other funding sources such as LREBG funds.

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 [2025-26]

General Information

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

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 9,400 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 3 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 three preschool sites (~450), 11 elementary schools (~4000), three middle school schools (~2100), and one comprehensive and one alternative high school (~3200).

The ethnic diversity of BUSD in grades TK-12 (based on 23-24 enrollment) includes students who are White (41.1% up from 39.2% in 18-19), African-American (11.1% down from 14.1% in 18-19), Hispanic/Latinx (22.5% down from 23.9% in 18-19), Two or More Races/Other (15.3% up from 14.4% in 18-19), and Asian (8.1% up from 7.2% in 18-19). Multilingual Language Learners (MLLs) make up 594 of the 9,077 students enrolled in grades K-12 in 23-24, or about 7%. This is lower than the 9% of students who were MLLs in 18-19. The largest percent of MLLs are Spanish-speaking students, comprising 50% of MLLs, followed by 9% speaking Arabic. Students in BUSD speak more than 35 different home languages.

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.

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 in 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.

Values and Beliefs of Berkeley Unified School 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.

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. (1986 to present)

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 "Public Support" page 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. Berkeley Unified School District performed well overall on the 2024 California School Dashboard but became eligible to receive "Differentiated Assistance" from the Alameda County Office of Education through

the Statewide System of Support. Our District is eligible for Differentiated Assistance, Year 1, because we have not supported these student groups to meet all state standards, and they had red indicators on these state measures:

- Students Experiencing Homelessness with Academic Achievement, College Career Readiness, and Chronic Absenteeism
- Students with Disabilities with Academic Achievement and Chronic Absenteeism

Based on a review of the 2024 California School Dashboard and local assessment data, Berkeley Unified School District (BUSD) demonstrated strong overall performance, with several state indicators in the "Green" performance level, indicating maintenance or improvement across key areas. This includes English Language Arts (+38.5 points above standard), Mathematics (+15.8 points), Graduation Rate (94.9%, +2.4%), Suspension Rate (1.7%, maintained), and English Learner Progress (56.9%, +4.8%).

Successes: Several student groups performed particularly well. Asian, Filipino, Two or More Races, and White students scored in the "Blue" performance band in English Language Arts and Mathematics, exceeding standards by significant margins. The Graduation Rate also reached high levels with multiple student groups scoring "Green" or "Blue".

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, significant equity gaps persist:

- Mathematics and ELA: African American, Homeless, Long-Term English Learners, and Students with Disabilities performed in the "Red" performance band, scoring well below standard in both ELA and Mathematics. For instance, Homeless students scored 118 points below standard in Math (+30.7 points) and 74.3 points below in ELA.
- Chronic Absenteeism: At 12.3%, absenteeism declined by 3% but remains a concern, especially among Red and Orange student groups. Homeless, Foster Youth, and several socioeconomically disadvantaged student groups are overrepresented.
- College/Career Readiness: Although overall 57.7% of students were deemed "Prepared", this represents a decline of 4.6% and disproportionately impacts English Learners and socioeconomically disadvantaged students.

Response & Alignment with LCAP: These Dashboard-identified needs informed the development of new or revised goals and actions in the 2025–26 LCAP. Notably, BUSD is:

- Prioritizing increased supports for Homeless, African American, Long-Term English Learners, and Students with Disabilities, including tailored interventions in literacy, numeracy, and social-emotional supports.
- Expanding culturally relevant curriculum and instructional materials, as reflected in actions aligned with educational partner feedback.
- Implementing 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 Schol 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
Required Action for English Learners	District	English Learner	N/A
Required Action for Long-Term English Learners	District	LTEL	N/A
Required Action for Students with Disabilities	District	Students with Disabilities	N/A
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 2025-26 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 2025–26. 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 fund a Puente Counselor
3.5 for additional counseling supports
3.6 for mental health contracts
3.10 for Berkeley High School Intervention Counselor (original 1.0 + 2.5 from LCAP)
3.12 for Student welfare and attendance supports
4.1 for OFFE 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).

Our District is eligible for Differentiated Assistance, based on the 2024 CA School Dashboard because we have not supported these student groups to meet all state standards and they had red indicators on these state measures: Students Experiencing Homelessness (Academics, Chronic Absenteeism, and CCI) and Students with Disabilities (Academics and Chronic Absenteeism). 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.

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 3.11 – LEAP Class (BHS)
Description: Academic, social-emotional, and college/career readiness supports.

The Alameda County Office provided technical assistance. As part of Differentiated Assistance support, ACOE's RAAP team partnered with BUSD to monitor progress of Homeless students and Students with Disabilities (the identified student groups) by extracting and analyzing year-to-date data. RAAP staff collated the data and developed visual analytic dashboards, as shown in the section below. Additionally, RAAP and BUSD teams held monthly meetings to analyze the data and identify areas of opportunity to deliver support to the identified student groups. This also enhanced conversations at the district and school site levels to develop strategies to address the needs of Homeless students and Students with Disabilities.

As part of the Learning Communities for School Success Program (LCSSP) grant, ACOE's RAAP team partnered with BUSD. The aim of the LCSSP is to improve outcomes for public school pupils in kindergarten and grades one through twelve, by reducing truancy and supporting students who are at risk of dropping out of school or are victims of crime. The grant provided additional resources to support BUSD's work to reduce chronic absenteeism, with a specific focus on Vision Schools identified as part of the district's Comprehensive Coordinated Early Intervening Services (CCEIS) plan. These schools include Malcolm X Elementary, Muir Elementary Oxford Elementary, Washington Elementary, Longfellow Middle School and Berkeley Technology Academy.

On the 2022 Dashboard for the Academic – English Language Arts (ELA) indicator, BUSD placed in the “High” status level for All Students. The majority of BUSD’s student groups placed below the district average status level, while four groups placed above the district average status level: Asian students, Filipino students, students of Two or More Races, and White students (Very High). Homeless students and Students with Disabilities placed “Very Low” for ELA, contributing to these groups’ identification for DA.

In alignment with BUSD’s Literacy Action Plan, BUSD used Differentiated Assistance funds to support Orton-Gillingham training for site based specialists, including Literacy coaches, RTI TSAs, and Special Education case managers. In 2023-24, BUSD partnered with CORE Learning to deliver professional development and coaching on the science of reading and foundational literacy skills. It will be important to continue coaching and support in this area.

In 2023-24 BUSD was existed from Differentiated Assistance, but received transitional DA funds to support efforts to close identified achievement gaps. These funds will be used to support additional Orton Gillingham training, coaching and support with CORE Learning and program evaluation capacity.

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 2025 LCAP. The process included multilingual online surveys and structured input sessions across schools and community organizations. The survey reached 1,923 participants, with representation from students (1,337), parents (382), teachers (157), school staff (55), community members (15), English learners (223), and families of students receiving special education services (163). Respondents reflected the district's diversity, including substantial input from African American (229), Asian (338), Hispanic/Latinx (393), and White (1,167) communities, among others. Input was collected across all major school sites, with the highest engagement from King Middle School, Willard Middle School, Berkeley High School, and Longfellow. Summary of Feedback from Educational Partners Educational partners identified many district strengths, including BUSD's committed educators, equity-focused programs like the African American Success Framework, multilingual communication practices, restorative justice, and family engagement infrastructure through the Office of Family Engagement and Equity (OFEE). Stakeholders emphasized the value of counseling services, cultural celebrations, academic rigor in specialized programs (e.g., IB, AP), and the district's ongoing investment in inclusive practices.

Educational Partner(s)	Process for Engagement
	However, partners also raised concerns about persistent achievement gaps, uneven implementation of support frameworks (e.g., PBIS, restorative practices), and variability in academic rigor, particularly in STEM. Parents and students noted challenges related to inconsistent communication, inadequate mental health supports, limited cultural representation in staffing and curriculum, and low engagement of marginalized families in school decision-making. Areas for improvement included strengthening college and career readiness pathways, improving behavioral health interventions, increasing staff diversity and training, enhancing school safety, and expanding access to early interventions and support services. Influence on the LCAP This robust educational partner input directly informed the 2025 LCAP's goals, metrics, and planned actions. Feedback shaped strategies to standardize curriculum and grading practices, expand culturally relevant instructional materials, and implement targeted interventions to address disparities in academic outcomes. New actions include enhancing bilingual and special education services, expanding early intervention frameworks, improving family outreach at secondary levels, and developing clearer schoolwide behavior policies. The district also prioritized funding for staff training in equity-based practices, strengthened partnerships with community organizations, and increased supports for students' mental health and well-being. These efforts reflect BUSD's ongoing commitment to co-constructing equitable, inclusive, and high-impact learning environments with its community.
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 19, 2025 LCAP Mid Year Update. Additional Board meetings provided further opportunities to review data, discuss actions and budgets, and identify student needs include: 24-25 Board Meetings

Educational Partner(s)	Process for Engagement
	This is a list of all meetings during the school year becauase the Directors recieved information and had disucssions about budgets, programs, and student data throughout the year. August 7, 2024 August 21, 2024 September 3, 2024 September 4, 2024 September 18, 2024 September 24, 2024 October 9, 2024 October 30, 2024 November 6, 2024 November 20, 2024 December 4, 2024 December 18, 2024 January 8, 2025 January 15, 2025 January 22, 2025 January 30, 2025 February 5, 2025 February 19, 2025 March 5, 2025 March 19, 2025 March 21, 2025 April 9, 2025 April 30, 2025 April 30, 2025 May 7, 2025 May 21, 2025 June 4, 2025 - Public Hearing for LCAP and Budget June 18, 2025 - 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),

Educational Partner(s)	Process for Engagement
	review and comment on the draft LCAP, monitor its implementation, and understand the impact of specific actions and services. 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

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	Board. The bylaws also outline procedures for resolving conflicts of interest, complaints, or impasses, with final decisions resting with the 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. 24-25 PAC Meetings: October 1, 2024 November 14, 2024 December 12, 2024 January 16, 2025 February 6, 2025 February 20, 2025 March 6, 2025 March 20, 2025 April 10, 2025 April 24, 2025 May 1, 2025 May 15, 2025 PAC synthesized their feedback about the draft LCAP through 5 Recommendations 1. Maintain current FTE/funding for all RTI roles, including literacy, math, and ELD coaches and interventionists 2. Ensure there is a math interventionist at each elementary school for the 25-26 school year, and improve structural math intervention support 3. Maintain or increase restorative justice counseling service availability at each site 4. Consistently fund OFEE to support our dedicated team of liaisons and allow OFEE to continue to grow trust, enhance visibility, and support the unique needs of the school site's community 5. Maintain our strong set of college readiness programs, including AVID, AVID Excel, and Bridge, to uplift focal students who need extra support in order to succeed

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DELAC	The DELAC (District English Learner Advisory Committee) is involved in a wide range of activities to support English Learners and ensure parent engagement in district decisions. Key responsibilities include understanding and upholding DELAC roles and responsibilities, maintaining and updating by-laws, and overseeing officer nominations and elections, including the DELAC Chair election. The committee plays an important role in providing input on district-wide initiatives such as the Needs Assessment and the Local Control and Accountability Plan (LCAP), offering feedback on drafts and voting on updates. DELAC also contributes to the implementation and updates of the Multilingual Learner Master Plan (MLMP), and reviews written ELPAC notifications sent to parents to ensure clarity and accuracy. In addition to advisory duties, the committee supports programs that directly impact students and families, such as the Seal of Biliteracy, reclassification of English Learners, and special projects like the sweatshirt initiative and a multilingual book drive led by the Washington representative. DELAC also addresses broader advocacy issues, including the protection of undocumented students. The committee stays informed through training opportunities like the Federal Program Monitoring (FPM) training and is engaged with assessment-related activities, including the Summative and Initial ELPAC assessments and associated welcome videos. Lastly, DELAC helps ensure compliance with teacher and instructional aide requirements and supports the district's Consolidated Application process. 24-25 DELAC Meetings: Oct 1st, 2024 Nov 14th, 2024 Dec 12th, 2024 Jan 16th, 2024 Feb 20th, 2024 Mar 20th, 2024 April 17th, 2024 May 15th, 2024

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	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 (157 responses) praised student-centered staff culture, with over 82% agreeing that staff care about students. They also affirmed BUSD's progress on inclusivity, with 70% agreeing schools are culturally responsive. Still, teachers raised concerns about inconsistent implementation of academic and behavioral frameworks, student motivation, and the need for more professional development in equity-based practices. They emphasized the importance of standardizing grading and increasing collaboration to improve instructional quality.
Families	With 382 survey responses, parents and guardians highlighted strong appreciation for BUSD's efforts to create welcoming environments (68%) and maintain multilingual communications. However, they expressed concerns about inconsistent communication, especially at secondary sites, and the limited depth of family-school partnerships. Just 50% said the district helps staff understand their family's strengths, cultures, and goals. Parents of English Learners and marginalized communities especially emphasized the need for clearer outreach and more culturally responsive engagement.
Students	Students provided the largest volume of responses (1,337 survey respondents) and offered a broad view of school experiences across the district. Many students affirmed that adults care about them (71%)

Educational Partner(s)	Process for Engagement
	and their schools foster inclusive environments (74%). However, only 41% felt academically motivated, and less than half (47%) felt emotionally safe or strongly connected to school. Safety concerns and uneven discipline were prominent themes, particularly among African American, American Indian, and Students with Disabilities. Students also expressed support for all four LCAP goals, especially Goal 3 (safe and inclusive schools), which received 68% alignment.
Community	Although a smaller group (15 survey respondents), community partners—including local organizations and volunteers—offered powerful insights. A remarkable 80% agreed students feel connected to school, and 86% felt students are physically safe. Community partners praised BUSD's collaborative efforts but also emphasized the need to formalize partnerships, better integrate community resources, and address equity issues in discipline, academic access, and student support services.
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
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

Educational Partner(s)	Process for Engagement
	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. 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
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 2024-2025 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 the 54 staff respondents, most affirmed that they feel aligned with the district's inclusive and student-focused mission. Over 72% reported that students are physically safe at school, and nearly 93% said adults care about students. However, only half felt the district helps staff meaningfully understand families' needs. Staff underscored the importance of addressing mental health, workload balance, and communication gaps between central office and school sites to improve staff-family collaboration and student support.

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

This robust educational partner input directly informed the 2025 LCAP's goals, metrics, and planned actions. Feedback shaped strategies to standardize curriculum and grading practices, expand culturally relevant instructional materials, and implement targeted interventions to address disparities in academic outcomes. New actions include enhancing bilingual and special education services, expanding early intervention frameworks, improving family outreach at secondary levels, and developing clearer schoolwide behavior policies. The district also prioritized funding for staff training in equity-based practices, strengthened partnerships with community organizations, and increased supports for students' mental health and well-being. These efforts reflect BUSD's ongoing commitment to co-constructing equitable, inclusive, and high-impact learning environments with its community.

Some Strengths Identified:
74% of respondents agreed that adults at their school care about students, and over 68% said BUSD creates welcoming environments for all families.
74% agreed their school fosters inclusive environments, and 70% felt staff are culturally responsive.
Student alignment with the four LCAP goals ranged from 60% to 68% agreement, with highest support for Goal 3: fostering safe, inclusive school climates.

Some Areas of Concern and Need:
Only 49% of respondents felt students are emotionally safe at school, and only 41% said students are motivated academically.
One-third of respondents disagreed that bullying is not an issue, revealing ongoing concerns around safety and climate.
Only 49.7% agreed that BUSD staff support learning about families' cultures and goals, with significant variation across race/ethnicity—just 46.9% of Hispanic/Latinx families and 48.3% of those identifying as multiple races felt supported.
Survey data on "feeling connected to school" revealed gaps: only 33% of American Indian students and 41% of African American students agreed with this statement, compared to 65–70% for other groups.

Influence on the LCAP
Educational partner input directly informed the content of the 2025 LCAP in several key areas:
School Climate: Based on safety and connectedness data, BUSD added targeted actions to improve disciplinary consistency, support restorative practices, and expand mental health supports.
Academic Support and Motivation: Given low agreement on academic motivation and rigor, new actions include enhancing STEM coursework and aligning grading practices districtwide.
Family Engagement: In response to requests for stronger relationships and better communication, BUSD committed to expanding OFEE staffing, improving translation access, and deepening staff training on authentic partnership with families.
Equity: Persistent gaps in connectedness, safety, and engagement for historically underserved groups (e.g., African American, American Indian, Students with Disabilities) shaped the inclusion of targeted support metrics and Equity Multiplier actions, particularly at high-need campuses.

This engagement process reflects BUSD's effort to use educational partner input to drive equity-focused decision-making and ensure the LCAP reflects both the lived experiences and aspirations of its diverse community.

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%		All students will increase 3% annually (9% over 3 years) to 76.2%. An accelerated target of 5% annually (15%	-.3%

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%		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).	+3.3%
1.3	% K-2 Students At/Above Benchmark - EOY DIBELS Composite (see Appendix for detailed results for multiple student groups)	81%	84.5%		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 baseline proficiency rate below 80% (see Appendix).	+3.5%
1.4	% 3-5 Students At/Above Benchmark - EOY Star Reading (see Appendix for detailed results for multiple student groups)	80%	76.7		All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years)	-3.3%

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).	
1.5	% 6-8 Students At/Above Benchmark - EOY Star Reading (see Appendix for detailed results for multiple student groups)	73%	77.1%		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)	+4.1%
1.6	% 3-5 Students At/Above Benchmark - EOY Star Math (see Appendix for detailed results for multiple student groups)	78%	62.3%		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).	-15.7%
1.7	% 6-8 Students At/Above Benchmark - EOY Star Math (see Appendix for detailed	71%	57.7%		All students will maintain a proficiency rate at or above 80%. An accelerated target	-13.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	results for multiple student groups)				of 5% annually (15% over 3 years) 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%		All students will make at least a 5% total increase over three years to 57.1%	+4.8%
1.9	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	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%, Yes	0, no change
1.11	Programs and services developed and provided to Students with Disabilities	100%, Yes	100%, Yes		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%		All students will make at least a 3% annual decrease over each of the three years (9%) to 13.5%. An accelerated target	-3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					of at least 5% annual decrease (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%		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).	+0.2%
1.14	% of students meeting a-g requirements (see Appendix for detailed results for multiple student groups)	63.5%	71%		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).	+6.5%
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%		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	-7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					student groups (see Appendix).	
1.16	% of students who graduate and complete a CTE pathway (see Appendix for detailed results for multiple student groups)	36.6%	31.9%		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).	-4.7%
1.17	State College/Career Indicator - Percent Prepared	62.3%	57.7%		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).	-4.6%
1.18	% of students who graduated (4 Year Cohort Grad Rate) (see Appendix for detailed results for multiple student groups)	92.5%	94.9%		All students will maintain or attain a graduation rate of at least 95% (see Appendix).	+2.4%
1.19	% Teacher Mis-assignments	0%	12.2%		0%	+12.2%
1.20	% of students with access to their own copies of standards-aligned instructional	1 area insufficient	none		Increase to and maintain 100%	Decreased to zero

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	materials for use at school and at home					
1.21	% Met/Exceeded Standards for All Students - CAASPP Science (CAST) (see Appendix for detailed results for multiple student groups)	50.4%	55.5%		All students will increase 3% annually (9% over 3 years) to 59.4%. An accelerated target of 5% annually (15% over 3 years) for focal student groups (see Appendix).	+5.1%
1.22	Implementation of the academic content and performance standards	100%, Yes	100%, Yes		100%, Yes	100%, Yes

Goal Analysis [2024-25]

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

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

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 8th 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. 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.

Implementation Challenges

1.7 - We are still waiting for the CDE to release their instructional materials list for the new California Math Framework. Until that time, and before our pilot initiates, we are focusing on elements of the CMF, but do not have instructional materials that are necessarily aligned with the CMF.

1.5 - As we were in our ELA “Bridge year” and similar to math, our Tier 1 curriculum is not yet implemented to fully support implementation. For example, moving into next year, we will use the diagnostic assessments from our new foundational skills curriculum, instead of the CORE assessments. With this there will be more alignment and coherence.

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 and 2. Partial implementation at grade 1. 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 district had some variance of alignment between planned expenditures and actual spending, mostly due to salary increases, health care costs, leaves of absences.
Action 1.1 AVID (7-12) planned to spend $206k but only spent $126k because planned expenses for the program were less than expected including a staffing vacancy, reduced travel and supply costs, and some money from A-G grant not being expended until the 25-26 year.

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

Berkeley Unified has made moderate progress toward Goal 1, as evidenced by Year 1 outcomes and the 2024 CA School Dashboard. The district maintained “Green” performance in English Language Arts (ELA) (+38.5 points above standard) and Mathematics (+15.8 points above standard), and graduation rates increased to 94.9%. However, significant equity gaps persist among African American students, English learners, homeless students, and students with disabilities.

The Dashboard reveals that these student groups consistently perform in the “Red” band for both ELA and Math. For instance, Homeless students scored 118 points below standard in Math and 74.3 points below in ELA, with further declines in performance. These data underscore an urgent need to tailor and intensify efforts for historically underserved populations.

Most of the implemented actions aligned with statewide performance standards and curricular improvements. However, the effectiveness of actions varied based on subgroup impact and implementation fidelity.

1.01 Site-based Literacy Coaches: Effective overall in maintaining performance in ELA; however, may not be targeted enough for Homeless and Long-Term EL students, where ELA scores remained in the red zone.
1.02 K-5 Benchmark Assessment: Moderately effective; supported tracking progress but lacked sufficient growth for high-need subgroups (e.g., LTELs, African American students).
1.03 Professional Learning on Literacy and Math: Limited impact on equity gaps despite general effectiveness; did not shift subgroup performance for students with disabilities.
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: Foundational, but the use of data to adjust instruction varied by site and teacher capacity. Gaps remain for African American and EL students.
1.07 College and Career Readiness Course Expansion: Despite being a priority, Yellow performance in Dashboard's College/Career indicator (57.7% prepared, -4.6% drop) suggests this was ineffective overall, particularly for English Learners and socioeconomically disadvantaged students.
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 Homeless and LTEL groups imply a need for stronger tiered intervention models.
1.10 African American Success Framework Pilot: Although a promising action, there have not been notable improvements in performance for African American Students.
1.11 Universal Screening in Literacy/Math: Supports data-driven instruction, but has not led to enough effective targeted interventions for high-needs students.
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.
1.13 BREA Department (Research & Accountability Support): Instrumental in data collection, but data use in decision-making did not translate to gains for some groups of students that continue to have lower overall achievement and achievement gaps.

Effectiveness of the LEA-wide actions (1.4, 1.6, 1.11, & 1.12)
1.4 ELA performance stayed flat for English Learners from 2021 to 2024 with 16% meeting standards both three years after the last LCAP was first written. For low income students, the percent meeting standards dropped from 42% to 28%. Finally, for all students, the rate stayed flat as well at 67%. Early literacy is foundational to long-term academic success, yet student performance in English Language Arts (ELA) across Berkeley Unified School District (BUSD) reveals both achievement gaps and inconsistent growth, particularly among historically underserved student groups. According to the 2024 California School Dashboard, while BUSD received a Green rating in ELA with students scoring 38.5 points above the standard, subgroup analysis paints a more urgent picture: African American students: Red performance level in ELA, with scores significantly below standard and minimal growth. Homeless students, Long-Term English Learners, and Students with Disabilities also received Red ratings, with scores well below standard. English Learners: Orange performance level, with a 21.3-point

decline for current English Learners, now 123.3 points blow standard. Socioeconomically Disadvantaged students: Yellow rating, scoring 33.7 points below standard. These results signal a critical need for early and sustained literacy intervention, especially in the TK–8 years where foundational reading skills are built.

1.6 The need for providing Integrated ELD Training and Support in Berkeley Unified School District is strongly supported by state accountability data and local performance metrics. According to the 2024 California School Dashboard, both Multilingual Language Learners (MLLs) and Long-Term English Learners (LTELs) performed in the "Red" performance band in English Language Arts and Mathematics. LTELs scored 117 points below standard in ELA and 160.1 points below standard in math, with both areas showing significant declines from the previous year. Similarly, current English Learners were more than 120 points below standard in both subjects, indicating that these students are struggling to access and master grade-level academic content. Furthermore, only 13.6% of English Learners and 15.6% of LTELs were identified as "Prepared" on the College/Career Indicator, far below the district average and also showing sharp declines. While the English Learner Progress Indicator (ELPI) shows that 56.9% of English Learners are making progress, this figure reflects only marginal improvement and highlights persistent gaps, especially for LTELs, who made progress at a slightly lower rate (52.2%). These data points indicate that designated ELD time alone is insufficient and underscore the urgency of integrating language development into content instruction. In response to these inequities, the district has prioritized Integrated ELD Training—such as Constructing Meaning (CM)—to equip educators with strategies to explicitly teach academic language within subject-area classrooms. This action aligns with Berkeley Unified's eligibility for Differentiated Assistance, which includes LTELs and MLLs as focal student groups due to ongoing academic underperformance. Providing high-quality professional development in integrated ELD is therefore a critical step toward ensuring that these students can access rigorous content, succeed academically, and achieve equitable outcomes.

1.11. To increase student achievement, college access, and college awareness. In 2023, the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Despite a strong overall graduation rate of 94.9%, data from the 2024 California School Dashboard reveal stark disparities in college and career readiness: Only 17.6% of African American students were classified as "Prepared" on the College/Career Indicator (CCI)—a decline of 11.3 percentage points from the prior year. Latinx students were "Prepared" at a rate of 51.1%, still significantly below the district average of 57.7%, and also experienced an 8.7-point decline. In contrast, White students had a CCI readiness rate of 74.4%, maintaining growth, highlighting a persistent and unacceptable opportunity gap. Additionally, Socioeconomically Disadvantaged students, a large portion of whom are first-generation college-bound, had a Prepared rate of just 31.9%, down 13.1 points from the previous year. These numbers underscore the urgent need for targeted, structured college-readiness programming that begins in middle school and continues through the upper grades. Without early exposure to college-going culture, academic skill-building, and guidance on navigating the post-secondary landscape, too many students—especially those who are Black, Brown, or first in their family to attend college—face systemic barriers to access.

1.12 To increase student achievement, college access, and college awareness. In 2023, the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Despite a strong overall graduation rate of 94.9%, data from the 2024 California School Dashboard reveal stark disparities in college and career readiness: Only 17.6% of African American students were classified as "Prepared" on the College/Career Indicator (CCI)—a decline of 11.3 percentage points from the prior year. Latinx students

were “Prepared” at a rate of 51.1%, still significantly below the district average of 57.7%, and also experienced an 8.7-point decline. In contrast, White students had a CCI readiness rate of 74.4%, maintaining growth, highlighting a persistent and unacceptable opportunity gap. Additionally, Socioeconomically Disadvantaged students, a large portion of whom are first-generation college-bound, had a Prepared rate of just 31.9%, down 13.1 points from the previous year. These numbers underscore the urgent need for targeted, structured college-readiness programming that begins in middle school and continues through the upper grades. Without early exposure to college-going culture, academic skill-building, and guidance on navigating the post-secondary landscape, too many students—especially those who are Black, Brown, or first in their family to attend college—face systemic barriers to access.

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.

1.4: Literacy Coaches - Move from LCFF expense to Educator Effectiveness Funds (EEF) for 2025-26 and no longer included as contributing to unduplicated student expense.

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.	$171,765.00	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$2,114,559.00	No
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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		School Dashboard ratings leading to BUSD's eligibility for Differentiated Assistance for students with disabilities for ELA.		
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 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.	$0.00	No
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.	$40,000.00	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

Action #	Title	Description	Total Funds	Contributing
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)	$103,451.00	No
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.	$139,709.00	No
1.11	AVID (7-12)	Provide AVID courses at the middle schools and grades 10, 11 and 12 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.	$188,007.00	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.	$427,301.00	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	$112,263.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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

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%		All students will make at least a 3% total increase over three years (3%)	-0.3%
2.2	% of teachers who participate in professional development focused on English Language	5% MS 10% HS	5% MS 10% HS		100%	same, 0%

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		Increase to 100%	ES: increased 14% MS: increased 59%
2.4	"% of middle school students who have dropped out of school (numbers are too small to report for overall or subgroups)	0%	0%		Will maintain at 0%	same, 0%
2.5	% of high school students who have dropped out of school	6.7%	4.4%		All students will make at least a 3% total decrease over three years (see Appendix).	-2.3%

Goal Analysis [2024-25]

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

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

Successful Implementation:
2.12 - Provide structured literacy training to site based literacy coaches, Response to Intervention Leads , Special Education Case Managers, and English Language Development teachers. During the 24/25 SY we trained additional coaches and specialists. As we close out this SY, we have trained all literacy coaches, RTI TSA's, and SPED CMs. We will now look towards ELD TSAs as our next level of support.

2. 6 - Provide essential training for supporting academic language and writing across grade levels. During the 24/25 SY we continued to fund and support Constructing Meaning (CM) training and Integrated English Language Development (ELD) strategies, to equip teachers with the process and tools for integrating explicit language instruction into content-area teaching.

LEA-wide actions (2.1, 2.7, 2.8) 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 district had some variance of alignment between planned expenditures and actual spending, mostly due to salary increases, health care costs, leaves of absences.

Action 2.10 Summer School CCSS Curriculum: planned to spend $969k but only spent $858k because enrollment was lower than planned for and staffing was reduced by one teacher.

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 performance in areas like suspension rate (1.7%, Green, stable) and chronic absenteeism (12.3%, Yellow, declined 3%) show improvement, several subgroups remain in the "Red" zone, including:

Homeless students – severe academic underperformance and chronic absenteeism

Students with disabilities – significant declines in both Math and ELA

Long-Term English Learners (LTELs) – academic declines and limited access to support structures

Many of the planned interventions have been partially effective, with broad systems established but more supports are needed for high-need student groups to be more successful in school.

2.01 Tiered Supports (MTSS Implementation): Foundational progress, but outcomes show limited improvement for Red student groups. Schools may need additional coaching to effectively use MTSS data.
2.02 Attendance Monitoring Teams and Engagement: Contributed to 3% reduction in chronic absenteeism, yet high rates persist for Homeless and Foster Youth. Additional supports may be needed.
2.03 Behavioral Health and Wellness Team: Well-received and aligned with reducing suspensions and supporting SEL; however, access may be limited or inconsistent for high-need subgroups.
2.04 Restorative Practices & Discipline Reform: Helped maintain a low suspension rate. More effective for general student population than for Students with Disabilities, who remain in the red zone.
2.05 BUSD Citywide Attendance Campaign: Public messaging likely supported awareness, but direct service impact on hardest-to-reach families remains unclear. Would benefit from integration with case management.
2.06 Targeted Counseling & Trauma-Informed Supports: Important initiative, but the extent of delivery appears less successful relative to demand. Students facing homelessness and trauma need intensified, and require sustained support.

2.07 Expanded Summer School and Credit Recovery: Benefited graduation rate increased (94.9%), but did not close achievement gaps for underperforming subgroups. Participation data by subgroup would improve evaluation.
2.08 Data-Informed Early Warning Systems: Tool is in place, but the responsiveness to data (i.e., intervention actions triggered by it) needs improvement, especially for LTELs and students with multiple risk indicators.
2.09 School Climate Supports (SEL curriculum): Contributed to positive survey and discipline data, but may need better differentiation by subgroup to impact academic barriers.
2.10 Homeless Services & McKinney-Vento Supports: Under-resourced compared to need. Homeless students still performed in the Red across metrics. Achievement gaps in effectiveness needs to be addressed.

Effectiveness of the LEA-wide actions (2.1, 2.7, 2.8)

2.1 While Berkeley Unified demonstrates overall academic strength, state assessment results from the 2024 CA School Dashboard reveal that persistent achievement gaps remain, particularly in English Language Arts (ELA) and Mathematics. These gaps highlight the need for a multi-tiered system of support like Response to Intervention and Instruction (RtI²) to ensure that every TK–8 student receives the level of intervention they need to succeed. CAASPP 2024 Performance Data: In ELA, students scored 38.5 points above standard overall, but several student groups—such as African American, Homeless, and Long-Term English Learners—scored well below the standard. In Math, the overall performance was 15.8 points above standard, but subgroup disparities were significant: African American students: 108.1 points below standard. Long-Term English Learners: 160.1 points below standard. Students with Disabilities: 122.3 points below standard. Socioeconomically Disadvantaged: 60.5 points below standard. These large proficiency gaps underscore the need for systematic early identification and tiered support, especially in the foundational TK–8 years.

2.7 According to the 2024 California School Dashboard, BUSD earned a Green rating in mathematics, with students scoring an average of 15.8 points above standard. However, this represents a decline of 1.3 points from the previous year, suggesting that progress has slowed or reversed for many students. More significantly, disaggregated data reveals deep and widespread achievement gaps: African American students scored 108.1 points below standard. Long-Term English Learners: 160.1 points below standard. Students with Disabilities: 122.3 points below standard. Socioeconomically Disadvantaged students: 60.5 points below standard, even after improvement. English Learners: 72.9 points below standard, with a decline of 15.1 points
Key Areas of Concern: African American students at Longfellow Arts and Technology Middle School demonstrated deep proficiency gaps, scoring over 100 points below the standard, placing them in the Red performance level. At Berkeley High School, several student groups are performing far below their peers: Multilingual Language Learners scored 199.7 points below the standard and were rated Red in math performance. Socioeconomically Disadvantaged Students scored 157.8 points below the standard, despite a slight improvement, placing them in the Orange category. Students with Disabilities continue to struggle with math achievement, scoring 235.8 points below the standard. At Malcolm X Elementary, Students with Disabilities also demonstrated very low proficiency at 115.4 points below standard and declining 18.1 points.

2.8 According to the 2024 California School Dashboard, BUSD earned a Green rating in mathematics, with students scoring an average of 15.8 points above standard. However, this represents a decline of 1.3 points from the previous year, suggesting that progress has slowed or reversed for many students. More significantly, disaggregated data reveals deep and widespread achievement gaps: African American students scored 108.1 points below standard. Long-Term English Learners: 160.1 points below standard. Students with Disabilities: 122.3 points below standard. Socioeconomically Disadvantaged students: 60.5 points below standard, even after improvement. English Learners:

72.9 points below standard, with a decline of 15.1 points. Key Areas of Concern: African American students at Longfellow Arts and Technology Middle School demonstrated deep proficiency gaps, scoring over 100 points below the standard, placing them in the Red performance level. At Berkeley High School, several student groups are performing far below their peers: Multilingual Language Learners scored 199.7 points below the standard and were rated Red in math performance. Socioeconomically Disadvantaged Students scored 157.8 points below the standard, despite a slight improvement, placing them in the Orange category. Students with Disabilities continue to struggle with math achievement, scoring 235.8 points below the standard. At Malcolm X Elementary, Students with Disabilities also demonstrated very low proficiency at 115.4 points below standard and declining 18.1 points

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 2.7: Math Coach - Move from LCAP to EEF for 2025-26 and no longer included as contributing to unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$2,785,516.00	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.	$183,045.00	No

Action #	Title	Description	Total Funds	Contributing
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 Differentiated Assistance for students with disabilities for and ELA, Math, and Chronic Absenteeism.	$225,436.00	No
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.	$1,899,428.00	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).	$126,400.00	Yes
2.6	Support for Long Term Multilingual	Provide essential training for supporting academic language and writing across grade levels. By funding Constructing Meaning (CM) Training and	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Language Learners (MLLs)	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.		
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 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	$503,503.00	No
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	$141,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
2.9	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 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.	$0.00	No
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	$992,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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		
2.11	Summer School for Incoming Seniors (BHS)	Provide summer school for incoming 12th graders and graduating seniors not on track to graduate.	$0.00	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.	$50,000.00	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

Action #	Title	Description	Total Funds	Contributing
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%		All students will maintain or attain an attendance rate of at least 95% (see Appendix).	+0.6%
3.2	% of students who are chronically absent (see Appendix for detailed results for multiple student groups)	13.8%	10.4%		All students will make at least a 3% total decrease over three years (see Appendix).	-3.4%

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%		All students will maintain or attain a suspension rate of less than 2% (see Appendix).	-1.1%
3.4	% of students expelled (see Appendix for detailed results for multiple student groups)	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		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)	5th grade: + 3% 7th grade: + 3% 9th grade: + 5% 11th grade: + 1%
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		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	5th grade: + 8% 7th grade: + 6% 9th grade: + 3% 11th grade: - 3%

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

Goal Analysis [2024-25]

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

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

Successful Implementation:
3.5 - Administered effective and updated professional development trainings for teachers, staff members and volunteers to increase their knowledge and implementation of PBIS (Positive Behavioral Incentives and Systems) practices to improve climate and culture for all students at school.

Provide each elementary and middle school sites with PBIS posters, materials and other supplemental resources to support implementation of the 4B's (Be safe, be responsible, be respectful, be an ally) across each school campus. Administered effective and updated professional development for Welcoming Schools liaisons and other teacher groups to support their knowledge and implementation of the Welcoming Schools anti-bullying curriculum to support a safe and welcoming climate for all students, including LGBTQ+ students and families while at school. Assigned each elementary and middle school site with a certificated teacher who has accepted the role of Welcoming Schools Liaison. They are there to support staff and families with finding grade level appropriate lessons, activities, books, curriculum, supplemental resources and materials to support teaching the Welcoming Schools curriculum in each class, at each school site. Provided each elementary and middle school site with new and diverse Welcoming Schools book collections that are located in each school library. Teachers can access curriculum, resources and supplemental materials to support teachers while teaching the Welcoming Schools lessons. Established with other liaisons a district-wide Rainbow Families playdate for elementary students who identify as LGBTQ+ and for the diverse families that support their students. Families had an opportunity to mingle, share resources and build strong community bond within this affinity group.

Implementation Challenges:
3.5 - One challenge is the ability to plan and schedule our PBIS Team meeting dates and times so that they happen on similar days of the week to allow for collaboration across school sites to share successes and challenges. One challenge is to formalize and facilitate a district-wide change to hold our Pride celebrations to October, which is LGBTQ+ History month, instead of June which is Pride month but are also the last few days of the school year.

Modified Implementation:

3.5 - Most schools acknowledge Harvey Milk Day on May 22nd to hold celebrations, parades, schoolwide activities and other Pride events across the district. Each school site has formal PBIS Teams that meet monthly or bi-monthly where they discuss and examine ways to support student learning through positive incentives and systems and to provide rewards and other positive events for students to support positive student behavior and academics on campus.

Non-Implemented Actions:
Middle school liaisons have not been formally trained on the new Welcoming Schools curriculum because of scheduling conflicts with the middle school calendar.

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 3.2 ¡Adelante! Latinx Success Initiative: planned to spend $328k but only spent $167k because an alternative funding source was used for a teacher's salary, some training expenses were paid by LREBG, and other program expenses were reduced with the lower program costs.

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 several “Standard Met” local indicators, including:

- Parent and Family Engagement
- Implementation of Academic Standards
- Access to a Broad Course of Study
- Local Climate Survey

Additionally, the suspension rate remained low (1.7%, Green, stable) and was a notable strength across most student groups. However, climate-related disparities persist:
African American and Students with Disabilities had higher suspension rates and lower survey responses related to safety and belonging.
Chronic absenteeism, though improved overall, remains a systemic climate concern for Homeless and Foster Youth.

Overall, while Goal 3 actions have fostered broad improvements in culture and safety, subgroup-specific outcomes are not yet equitable, signaling the need for deeper implementation of culturally responsive and restorative practices.

3.01 Site-Based Family Engagement Coordinators: High utility for general engagement, especially at Equity Multiplier schools.
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 experiencing homelessness to improve for more representative insights.
3.06 Training in Cultural and Linguistic Responsiveness: Important action, however impact is hard to quantify without monitoring classroom implementation.
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, Homeless) 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): Gains in student self-reported support were observed, but academic outcome evidence is limited. Continued refinement and integration into regular instruction could increase effectiveness.
3.12 Student-Led Action Research Projects: Strongly aligned with the goal but data on implementation quality and impact is still emerging.

Effectivness of LEA-wide actions (3.3, 3.4, 3.7, 3.8, 3.10, & 3.11)

3.3 Students experiencing homelessness face some of the most profound barriers to academic engagement, stability, and success. In Berkeley Unified School District (BUSD), this vulnerability is reflected in multiple performance indicators from the 2024 California School Dashboard, underscoring the critical need for targeted intervention and case management services under the McKinney-Vento Act. Key Metrics Reflecting the Need:Chronic Absenteeism: Students experiencing homelessness have one of the highest chronic absenteeism rates in the district—45.5%, nearly four times the district average of 12.3%. This elevated rate indicates severe instability and limited access to consistent instruction and school support systems. Suspension Rate: Although recent interventions have helped reduce suspensions for this group, 7.4% of homeless students were suspended at least once, compared to just 1.7% overall. This indicates an urgent need for trauma-informed, restorative supports that reduce punitive responses to behavior linked to environmental stress and housing insecurity. Academic Performance (CAASPP ELA & Math): Academic outcomes are particularly troubling. Homeless students were: 118 points below standard in ELA and 151 points below standard in Math, placing them in the Red performance band for both subjects. These are among the lowest scores of any student group in the district, reflecting the cumulative impact of disrupted learning, trauma, and lack of access to educational resources. Graduation Rate: Homeless youth at Berkeley High School had a graduation rate of 87.8%, which is 7 percentage points below the district average (94.9%), and experienced a decline of 6.1% from the prior year. This drop suggests that many students are not receiving

the wraparound services and transition planning needed to persist through graduation. College/Career Indicator (CCI): Only 4.9% of homeless students were classified as “Prepared” for college or a career—a devastatingly low figure compared to the district average of 57.7%. This 52.8-point gap represents a systemic failure to support these students through to postsecondary success.

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3.7 RJ Counselors contribute to positive school climate by coordinating services and support that is restorative for students and staff. There is a need to support Foster Youth who had a 19.2% suspension rate on the 2023 CA School dashboard. Additionally, Students Experiencing Homelessness had a 8.7% suspension rate, and Socioeconomically Disadvantaged students had a suspension rate of 3.8% Suspension data from the 2024 California School Dashboard shows that while Berkeley Unified’s overall suspension rate is relatively low at 1.7%, significant disparities remain across student groups. For example: African American students had a suspension rate of 6.7%, nearly four times the district average. Students with disabilities were suspended at a rate of 5.8%. Long-Term English Learners experienced a 7.1% suspension rate. Socioeconomically disadvantaged students and homeless youth had suspension rates of 3.8% and 7.4%, respectivelyfc38a70d-d798-432d-9f04.... These patterns are especially concerning in middle school grades, where students face increasing behavioral and social-emotional challenges, and punitive discipline practices risk long-term disengagement from school. To address this, Berkeley Unified has identified the need to expand its investment in Restorative Justice (RJ) Counselors at the middle school level (Grades 6–8). These RJ counselors contribute to a positive school climate by embedding restorative practices into daily routines and responses to conflict. They: Lead circles and community-building practices, Work individually and in small groups with students exhibiting social-emotional or behavioral concerns, Support staff in implementing restorative interventions, Reduce reliance on exclusionary discipline by facilitating restorative conversations and accountability processes. By focusing on proactive relationship-building and inclusive conflict resolution, RJ counselors help reduce suspensions and increase engagement—particularly for students most affected by inequitable discipline patterns. Success will be measured by ongoing reductions in suspension rates and qualitative improvements in school climate, especially among African American, low-income, English learner, and disabled student populations. This investment reflects Berkeley Unified’s commitment to transforming school culture through equity-driven, relational approaches, and ensuring every student feels valued, respected, and supported.

3.8. Berkeley High School has made progress in reducing exclusionary discipline overall, yet data from the 2024 California School Dashboard underscores ongoing disparities and the need for sustained, targeted intervention. The overall suspension rate at Berkeley High is 2.2%, earning a Green rating, and showing a modest decline of 0.3% from the prior year. However, disaggregated subgroup data reveals significant disproportionality: African American students: 7.8% suspended at least once (+1% increase) Students with Disabilities: 7.6% suspended (+0.5%) Homeless students: 6.8%, despite a 3.6% decline Long-Term English Learners: 4.4%, though improving Socioeconomically Disadvantaged students: 4.7% In contrast, White students had a 1.0% suspension rate, and Asian students just 0.8%, both maintaining or declining from previous years. The implementation of RJ services is aimed at decreasing suspensions across all groups, while particularly addressing the elevated rates among African American, disabled, and economically disadvantaged students. This approach not only improves school climate but also strengthens student engagement and promotes a culture of belonging and accountability.

3.10. While Berkeley High School maintains a relatively low overall suspension rate of 2.2%—classified as Green on the 2024 California School Dashboard—subgroup data reveals continued discipline and engagement disparities, especially during the critical transition from middle school to high school. Students most vulnerable to academic, behavioral, and social-emotional challenges often struggle during this transition, and are at higher risk of disconnection, underachievement, or disciplinary incidents if not provided with early, targeted support. Disaggregated suspension data at Berkeley High shows: African American students: 7.8% suspended at least once (? 1%) Students with Disabilities: 7.6% (? 0.5%) Homeless Youth: 6.8%, despite improvement Socioeconomically Disadvantaged students: 4.7% Long-Term English Learners: 4.4% These rates suggest that transition-age students from underserved backgrounds require more intentional support systems. This proactive, relationship-based approach aims to reduce disciplinary referrals and prevent suspension by meeting students' needs before crises emerge. When paired with existing restorative justice efforts, intervention counseling creates a more supportive school climate that fosters equity, resilience, and achievement.

3.11. Although Berkeley High School maintains a high graduation rate of 94.9%, the College/Career Indicator (CCI) shows that only 57.7% of students are classified as "Prepared", a decline of 4.6% from the previous year. When disaggregated, the data reveals even more pronounced gaps: English Learners: Only 13.6% Prepared. Socioeconomically Disadvantaged students: 31.9% Prepared. African American students: Just 17.6% Prepared. The LEAP model combines instructional coaching, SEL support, and data-informed case management, making it an ideal setting for students who need extra guidance to stay on track to graduate and transition successfully to postsecondary opportunities. By focusing on both graduation and CCI preparedness, the LEAP class helps ensure that more students are not only crossing the stage but doing so with a strong foundation for future success. Continued investment in this model is essential to closing equity gaps and boosting college and career readiness for all Berkeley High students.

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

Action 3.5 includes the addition of a counselor to support the work of to coordinate School Based Services (TK-8)

The following two actions were previously included as contributing expenses to unduplicated students but funding changes for 25-26 do not include LCFF funds and they are no longer marked as contributing:
3.10: BHS Intervention Counselors - Moved from LCFF to Learning Recovery Emergency Block Grant for 2025-26
3.11: BHS LEAP Classes: Reduce LCFF FTE from 0.6 to 0.0 for 2025-26. The BSEP-funded LEAP will be estimated at 4.2 FTE based on Kathy's notes

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.	$117,291.00	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.	$205,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Intervention Services for Students Experiencing Homelessness	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 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.	$143,021.00	Yes
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.	$135,000.00	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.	$1,100,000.00	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.	$434,613.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 students and small groups to facilitate social-emotional and behavioral support.	$170,694.00	Yes
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.	$806,576.00	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.	$341,280.00	No
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.	$563,496.00	No

Action #	Title	Description	Total Funds	Contributing
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, 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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 • 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		Increase to at or above 800	-73
4.2	% of schools with appropriately constituted SSCs	100%	100%		Maintain 100%	0, no change
4.3	% Parents/Families with Multilingual Language Learners who feel school	75%	74%		Increase to 80%	-1%

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%		Maintain 100%	0, no change
4.5	% Parents/Families with students with disabilities who feel school is welcoming environment	67%	65%		Increase to 75%	-2%

Goal Analysis [2024-25]

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

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

Successful Implementation
4.1 Building Relational Trust - Sites request language support for meetings and event that is facilitated by OFEE and the Communications Department. Emergency fund support is available for families in crisis as well as gift cards and checks during the holiday season. OFEE Specialists build relational trust with families in order to serve them in sensitive and culturally appropriate ways. OFEE Specialists join parent meetings to support advocacy efforts.

4.2 Leverage Community Assets - School Supply Giveaway and Toy Giveaway were hosted successfully in partnership with community organizations. Bi-weekly grocery deliveries and monthly pop-up food pantries at different school sites are hosted in partnership with Berkeley Food Network. Emergency fund support is sponsored by PTAs, holiday gift cards are funded by community donations, holiday checks are sponsored by the Berkeley Holiday Fund. OFEE collaborates with community organizations to host capacity building opportunities for families (e.g. collaboration with ACOE to host Skilled Trades Info Session, collaboration with East Bay Sanctuary Covenant, Latinos Unidos de Berkeley, and Multicultural Institute to host Know Your Rights webinar, etc.)

4.3 Family Engagement Capacity Building - Staff Professional Development from OFEE was implemented for the first time this school year for administrators and middle school teachers. OFEE engages in interdepartmental collaboration to host webinars and workshops (e.g. collaboration with School Psychs to host Youth Anxiety webinar series).

Implementation Challenges
4.1 Build Relational Trust - Shifts in emergency fund support requirements have led to a decline in requests as trust is reestablished with the new system and documentation requirements.

4.3 Family Engagement Capacity Building - Witnessed higher attendance at the beginning of the school year that has slowed throughout the year.

Modified Implementation
4.1 Build Relational Trust - Emergency fund support has shifted from site based to district-wide to provide equitable access to families at schools without fundraising PTAs.

4.2 Leverage Community Assets - This year, a new referral process for the Daytime Drop-In Center has been established in collaboration with the WDDC, HOPE Counselor, and OFEE to establish a database of referrals.

4.3 Family Engagement Capacity Building - There has been an increase in family capacity building opportunities offered to families.

implementation of the LEA-wide actions (4.1, 4.4, 4.6, 4.7)
4.1 Building Relational Trust - Sites request language support for meetings and event that is facilitated by OFEE and the Communications Department. Emergency fund support is available for families in crisis as well as gift cards and checks during the holiday season. OFEE Specialists build relational trust with families in order to serve them in sensitive and culturally appropriate ways. OFEE Specialists join parent meetings to support advocacy efforts.

Actions 4.4, 4.6, and 4.7 were implmented 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 $283k but only spent $197k becuase 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 demonstrated strong foundational work under Goal 4, evidenced by the “Standard Met” rating on the Parent and Family Engagement local indicator. Structures for engagement are widely implemented, including:

- Parent Advisory Committees (PAC and ELAC)
- Site Councils and BHS Student Senate
- Regular survey cycles for families and students

However, deeper analysis shows that the quality and inclusivity of engagement varies by site and subgroup:

- Families of English Learners and students with disabilities often report barriers to participation or a sense of marginalization.
- Response rates to surveys—particularly among Homeless, EL, and Foster Youth families—remain below targets, potentially skewing district responsiveness.

While there is a breadth of opportunities for engagement, many need additional focused effort.

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.
4.02 Family Engagement PD for School Staff: This appears to be effective when looking at year 1 outcomes overall, but some work is needed to make schools more welcoming to parents and families.
4.03 District Family Engagement Liaison: This appears to be effective when looking at year 1 outcomes overall, but some work is needed to make schools more welcoming to parents and families.
4.04 District-Level Partner Forums (e.g., Equity Roundtables): This appears to be a strong platform for elevating historically underrepresented voices, however, there is a need to expand the impact districtwide to increase family's perceived connectedness to school.
4.05 Communications & Surveys in Multiple Languages: Helped maintain high overall survey access. Still, response equity by subgroup is not yet achieved, limiting its effectiveness for some student groups.
4.06 Bilingual Parent Outreach Events: Important culturally responsive engagement strategy, positively received by EL families, but needs expanded reach and more explicit academic follow-up.
4.07 Annual Family Engagement Review: Good reflection tool, but effectiveness depends on how insights are used to refine school site plans.

Effectiveness of the LEA-wide actions (4.1, 4.4, 4.6, 4.7)

4.1. 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. 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 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.

4.4. Berkeley High School has shown meaningful improvement in reducing chronic absenteeism, yet significant equity gaps remain—particularly for vulnerable student groups. In the 2023–24 academic year, the chronic absenteeism rate at Berkeley High dropped to 8.1% (264 students out of 3,271), a notable improvement from 10.6% in 2022–23 and 11.2% in 2021–22. Despite this overall decline, long-standing disparities persist across racial/ethnic and programmatic subgroups. African American students had the highest chronic absenteeism rate at 16.1%. Hispanic or Latino students followed with 8.3%, while White and Asian students had substantially lower rates of 6.0%. Among programmatic subgroups, Homeless Youth were disproportionately impacted, with a chronic absenteeism rate of 27.6%. Students with Disabilities experienced a rate of 17.4%, and English Learners and Socioeconomically Disadvantaged students both had rates exceeding 14%. These disparities indicate systemic barriers affecting consistent attendance for students who are historically underserved. To address these inequities, Berkeley High has implemented a structured system of proactive and immediate support, centered on the On Campus Intervention (OCI) office. This initiative operates in collaboration with the Dean of Students and Dean of Attendance to monitor real-time data on student attendance and behavior referrals. The team works closely with focal students and their families to develop personalized intervention plans that are responsive to individual needs and circumstances. This approach prioritizes early identification, coordinated intervention, and culturally responsive communication—especially for unduplicated pupils such as English learners, foster youth, and socioeconomically disadvantaged students. With a clear focus on prevention and partnership, the goal is to remove barriers to attendance, improve engagement, and ensure that every student has the support needed to succeed.

4.6. To increase student achievement, college access, and college awareness teachers and other staff need access to timely and accurate data about their students? progress. The 203 CA School Dashboard revealed that the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Additionally, using information from the 2024 CA School Dashboard, Berkeley Unified's data reveals that while overall student outcomes are strong, substantial disparities persist for unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students. These gaps highlight the need for deeper, more inclusive stakeholder engagement and strategic program review. For instance, the district's overall graduation rate is 94.9%, yet English learners graduate at only 86.4%, and socioeconomically disadvantaged students at 92.6%. These gaps are even more pronounced when

examining the College/Career Indicator, where only 13.6% of English learners and 31.9% of socioeconomically disadvantaged students are classified as “Prepared,” compared to the district-wide rate of 57.7%, and 74.4% among White studentsfc38a70d-d798-432d-9f04.... This disparity points to a critical need for improved program support and evaluation—specifically those that center on the voices, experiences, and outcomes of unduplicated families. Increasing stakeholder participation from diverse families—particularly those historically marginalized in district decision-making—is essential for co-designing responsive services. This involves structured outreach, culturally and linguistically appropriate communication, and facilitating authentic two-way engagement between educational partners and school leadership. To address this, the district will provide high-quality facilitation, coordination, and technical support to ensure that families of unduplicated students are not only informed but actively shaping the educational programs and services intended to support their children. This includes reviewing district initiatives through an equity lens, ensuring they deliver measurable benefits for student success, especially in metrics like graduation and college/career readiness. By grounding support and evaluation in real data and authentic engagement, Berkeley Unified can more effectively align resources to areas of highest need and accelerate equity for all students.

4.7. To increase student achievement, college access, and college awareness teachers and other staff need the support of the LCAP strategic planning process. Based on the 2023 CA School Dashboard, the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Additionally, using information from the 2024 CA School Dashboard, Unduplicated pupils—comprising low-income students, English learners, and foster youth—continue to experience outcome disparities in critical indicators of postsecondary readiness. While Berkeley Unified’s overall graduation rate is strong at 94.9%, significant performance gaps remain for unduplicated subgroups. For example, English learners graduated at a rate of 86.4%, Long-Term English Learners at 90.6%, and socioeconomically disadvantaged students at 92.6%, which is still below the district average. More concerning is the College/Career Indicator (CCI) data, which reflects whether students graduate "prepared" for postsecondary success. Only 13.6% of English learners and 31.9% of socioeconomically disadvantaged students were classified as "Prepared," compared to 74.4% of White students.. This stark contrast highlights a systemic gap in readiness and access to college or career-aligned pathways for these student groups. These metrics underscore the urgent need for enhanced, measurable, and targeted support systems tailored to the needs of unduplicated students. This includes access to A-G aligned courses, robust academic counseling, credit recovery, dual enrollment, CTE pathways, and college application assistance. Additionally, expanding culturally and linguistically responsive programs will be crucial to ensure equitable opportunity and achievement. By aligning resource allocation with these needs, the district can make measurable progress in eliminating barriers and fostering successful outcomes for all students.

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, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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 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.	$1,023,746.00	Yes
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.	$108,110.00	No
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.	$97,571.00	Yes
4.5	Translation Costs	Support family communication and engagement with translation and interpretation services	$35,000.00	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.	$304,073.00	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.	$406,385.00	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%		Maintain 95% or higher	decreased 2.8%
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%		15%	Overall: increased 5.8% African American: no change Students Experiencing Homelessness: no change Socioeconomically Disadvantaged: Improved 7% Two or More Races:Improved 25%
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%		5%	Overall: decreased 3.1% African American: increased 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged: increased 1.8%

Goal Analysis [2024-25]

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

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

Successful Implementation
5.2 - Academic counselors meet regularly with BTA students. All BTA students have Individual Learning Plans (ILP). Need to build routines to use the ILP as a regular tool and document interventions in eduClimber.
5.3 - The advent of the Wellness Center has served to help centralize and expand mental health, social and emotional supports.

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.

For Goal 5 there was not any material differences between budgeted expenditures and actual expenditures.
Expenditure Differences: n/a
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 (BTA), the district's Equity Multiplier school, aiming to improve graduation and college/career readiness outcomes for students who have historically been underserved. Year 2 data show moderate success: the graduation rate declined slightly from 97% to 94.2%, but the College/Career Indicator (CCI) increased from 0% to 5.8% prepared, signaling early momentum.

Action 5.1 (Individual Learning Plans & Case Management) and Action 5.3 (BTA Career Readiness Programming) had a positive impact, enabling more students to meet CCI benchmarks via access to internships, dual enrollment, and personalized graduation planning. However, challenges with Action 5.4 (Work-Based Learning & Industry Partnerships)—including staffing turnover and inconsistent partner engagement—meant that full implementation of career pathways and mentorships was delayed.

Given the high needs at BTA, this goal requires sustained investment in flexible, trauma-informed programming, culturally relevant teaching, and long-term career planning structures. Improved coordination between counseling, academic recovery, and CTE offerings will be critical to building on the gains made in Year 2.

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 focuses on the needs of these two student groups identified at lowest levels of performance on the 2024 Dashboard
-African American - Suspension
-SED - Suspension

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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 requried action following the 2023 CA School Dashboard to improve CCI rates for all students with a particular focus on African American students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 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.	$81,717.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,373,863	$

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
6.147%	0.000%	$0.00	6.147%

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
1.11	**Action:** AVID (7-12) **Need:** To increase student achievement, college access, and college awareness. In 2023, the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of	African American, Latinx, and first-generation college students—many of whom are unduplicated students—continue to experience disproportionate barriers to post-secondary access and success. Local and state College/Career Indicator (CCI) data reveal that these student groups consistently fall below the “Prepared” level, with BUSD’s own data showing gaps of over 20 percentage points in college readiness between unduplicated and non-unduplicated students. In addition, feedback from students and families highlights a lack of	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
	English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Despite a strong overall graduation rate of 94.9%, data from the 2024 California School Dashboard reveal stark disparities in college and career readiness: Only 17.6% of African American students were classified as “Prepared” on the College/Career Indicator (CCI)—a decline of 11.3 percentage points from the prior year. Latinx students were “Prepared” at a rate of 51.1%, still significantly below the district average of 57.7%, and also experienced an 8.7-point decline. In contrast, White students had a CCI readiness rate of 74.4%, maintaining growth, highlighting a persistent and unacceptable opportunity gap. Additionally, Socioeconomically Disadvantaged students, a large portion of whom are first-generation college-bound, had a Prepared rate of just 31.9%, down 13.1 points from the previous year. These numbers underscore the urgent need for targeted, structured college-readiness programming that begins in middle school and continues through the upper grades. Without	consistent exposure to college-preparatory experiences, mentoring, and academic support that foster college-going mindsets. This persistent opportunity gap limits students’ ability to envision and pursue post-secondary education and career pathways. To address these disparities, the district will provide AVID (Advancement Via Individual Determination) courses in middle schools and in grades 10 through 12 at the high schools. AVID is a nationally recognized college-readiness system that combines rigorous coursework with direct instruction in study skills, organization, writing, inquiry, and collaboration. Through AVID, students engage in college-prep academic practices and benefit from mentorship, academic counseling, and exposure to college and career options. The program also includes regular monitoring of academic performance and support with applications, financial aid, and college entrance exams. This action is specifically designed to meet the needs of unduplicated students by providing sustained, structured support that bridges the gap between potential and opportunity. AVID cohorts are intentionally composed to prioritize African American, Latinx, and first-generation college students, and AVID educators are trained to deliver culturally responsive instruction that affirms student identity while raising expectations and outcomes. The program also builds long-term relationships with families, helping to demystify the college process and ensure students stay on track with A–G completion and other key milestones.	

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
	early exposure to college-going culture, academic skill-building, and guidance on navigating the post-secondary landscape, too many students—especially those who are Black, Brown, or first in their family to attend college—face systemic barriers to access. **Scope:** LEA-wide	Although AVID is available to all qualifying students, its design and implementation are tailored to yield a greater impact for unduplicated students. These students often lack access to the informal social capital and academic support systems that facilitate college readiness. By offering a research-based, school-embedded program that fosters a college-going culture and supports students across multiple years, AVID offers targeted and transformational benefits that go beyond general academic improvement. This action is being offered schoolwide at participating middle and high school sites with high percentages of unduplicated students. Success will be measured by increases in CCI "Prepared" status, A–G course completion, and college application and enrollment rates among unduplicated students. Over three years, the district aims to increase the percentage of AVID-enrolled unduplicated students who are college/career prepared by at least 15 percentage points, thereby narrowing the college-readiness gap and supporting more equitable post-secondary outcomes.	
1.12	**Action:** Bridge Program (BHS) **Need:** To increase student achievement, college access, and college awareness. In 2023, the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically	Unduplicated students at Berkeley High School, particularly first-generation college students, low-income students, and students of color, continue to face significant barriers in accessing and succeeding in college-preparatory coursework and planning for post-secondary pathways. Local College/Career Indicator (CCI) data show that these groups have some of the lowest rates of "Prepared" status, with a large percentage falling	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
	Disadvantaged Students were prepared for college/career in 2023 and only 23% of English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Despite a strong overall graduation rate of 94.9%, data from the 2024 California School Dashboard reveal stark disparities in college and career readiness: Only 17.6% of African American students were classified as “Prepared” on the College/Career Indicator (CCI)—a decline of 11.3 percentage points from the prior year. Latinx students were “Prepared” at a rate of 51.1%, still significantly below the district average of 57.7%, and also experienced an 8.7-point decline. In contrast, White students had a CCI readiness rate of 74.4%, maintaining growth, highlighting a persistent and unacceptable opportunity gap. Additionally, Socioeconomically Disadvantaged students, a large portion of whom are first-generation college-bound, had a Prepared rate of just 31.9%, down 13.1 points from the previous year. These numbers underscore the urgent need for targeted, structured college-readiness	into the “Not Prepared” category. Stakeholder feedback from students and families consistently identifies the need for more structured, personalized support during key transition points—especially the entry into high school—where academic rigor and social expectations intensify and students can quickly fall off track without early intervention. To address this need, the district provides a Bridge Program at Berkeley High School designed to build a strong foundation for college-going success. The program includes a summer bridge component, which introduces students to high school expectations, builds community, and strengthens academic and social-emotional readiness. During the school year, students participate in a dedicated after-school class that supports academic skill development, time management, and access to technology. In addition, participants benefit from ongoing mentorship from adults who serve as advocates and role models, reinforcing a college-going mindset and providing consistent guidance throughout high school. This action is intentionally designed to meet the specific needs of unduplicated students by offering a multi-pronged, relationship-centered support system that begins before high school starts and continues throughout the year. By targeting students at a critical transition point—when high school trajectory and college readiness begin to take shape—the Bridge Program prevents early disengagement and helps students build the habits and confidence needed for long-term success. The	

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
	programming that begins in middle school and continues through the upper grades. Without early exposure to college-going culture, academic skill-building, and guidance on navigating the post-secondary landscape, too many students—especially those who are Black, Brown, or first in their family to attend college—face systemic barriers to access. **Scope:** LEA-wide	program's inclusive cohort model also fosters a supportive peer community that reflects and affirms the identities of students who are too often underrepresented in advanced coursework and college pipelines. While all students could benefit from transitional support, the Bridge Program is specifically structured to provide a greater impact for unduplicated students. These students frequently lack access to external resources such as tutoring, college counseling, or family members familiar with post-secondary planning. The program's design—summer transition, embedded mentoring, and academic enrichment—is grounded in research showing that comprehensive, culturally responsive supports lead to significantly improved outcomes for first-generation and underserved students. The Bridge Program is offered on a schoolwide basis at Berkeley High School, which serves a diverse student population with a significant percentage of unduplicated pupils. The district will monitor success through improved attendance, GPA, enrollment in A–G and advanced coursework, and CCI Prepared status for Bridge participants. The goal is to increase the percentage of unduplicated students identified as "Prepared" on the CCI by at least 15 percentage points over three years, and to build stronger on-ramps into college and career pathways beginning in 9th grade.	
2.1	**Action:**	Unduplicated students across the district, particularly those who are low-income, English	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Response to Intervention and Instruction (RtI2) (TK-8) **Need:** While Berkeley Unified demonstrates overall academic strength, state assessment results from the 2024 CA School Dashboard reveal that persistent achievement gaps remain, particularly in English Language Arts (ELA) and Mathematics. These gaps highlight the need for a multi-tiered system of support like Response to Intervention and Instruction (RtI²) to ensure that every TK–8 student receives the level of intervention they need to succeed. CAASPP 2024 Performance Data: In ELA, students scored 38.5 points above standard overall, but several student groups—such as African American, Homeless, and Long-Term English Learners—scored well below the standard. In Math, the overall performance was 15.8 points above standard, but subgroup disparities were significant: African American students: 108.1 points below standard Long-Term English Learners: 160.1 points below standard Students with Disabilities: 122.3 points below standard	learners, or foster youth, continue to experience significant academic challenges in English Language Arts and Mathematics. Local assessment data and state indicators show that these student groups consistently perform below standard, with many falling into the “Red” or “Orange” performance bands on the California School Dashboard. In addition to lower academic performance, unduplicated students are often overrepresented in Tier 3 interventions due to longstanding opportunity gaps, lack of early identification, and inconsistent access to responsive instructional support. Stakeholders have noted the need for more systematic and timely academic intervention before students fall significantly behind. To address these issues, the district will continue to implement a comprehensive Response to Intervention and Instruction (RtI²) model for students in TK through 8th grade. RtI teachers will provide a continuum of academic support, including universal Tier 1 strategies embedded in classroom instruction, targeted Tier 2 interventions for students needing short-term support, and intensive Tier 3 interventions for students demonstrating persistent learning gaps. The model includes diagnostic assessments, regular progress monitoring, and collaborative data review to ensure that student needs are identified early and addressed promptly with evidence-based strategies. This action is designed to directly meet the needs of unduplicated students by providing a structure for personalized academic support that is flexible,	

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
	Socioeconomically Disadvantaged: 60.5 points below standard These large proficiency gaps underscore the need for systematic early identification and tiered support, especially in the foundational TK–8 years. **Scope:** LEA-wide	data-informed, and responsive to the severity of each student's needs. Rather than relying on traditional referral pathways that often delay support, RtI² allows for proactive identification and intervention within the general education setting. RtI teachers work in close collaboration with classroom educators, ensuring that support is aligned with grade-level instruction and that students receive consistent, layered assistance across subjects. While all students benefit from high-quality instructional support, this action yields greater impact for unduplicated students because it addresses both the academic and systemic barriers that often prevent timely intervention. By embedding targeted support within the school day and ensuring that interventions are based on real-time data, the RtI² model helps to close achievement gaps before they widen. This approach also builds teacher capacity to differentiate instruction, creating more equitable classroom environments where unduplicated students can access the curriculum effectively. The RtI² program is offered on a schoolwide basis across all elementary and middle schools, many of which have high concentrations of unduplicated students. The district will monitor the effectiveness of this action through local assessment data, reductions in Tier 3 referrals, and improved CAASPP performance in ELA and Math for unduplicated pupils. Over three years, the goal is to reduce the number of unduplicated students performing two or more grade levels below standard by at least 25%, while increasing the	

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
		percentage of those meeting or exceeding standards on state assessments.	
2.8	**Action:** Math Support Classes (6-8) **Need:** According to the 2024 California School Dashboard, BUSD earned a Green rating in mathematics, with students scoring an average of 15.8 points above standard. However, this represents a decline of 1.3 points from the previous year, suggesting that progress has slowed or reversed for many students. More significantly, disaggregated data reveals deep and widespread achievement gaps: African American students scored 108.1 points below standard Long-Term English Learners: 160.1 points below standard Students with Disabilities: 122.3 points below standard Socioeconomically Disadvantaged students: 60.5 points below standard, even after improvement English Learners: 72.9 points below standard, with a decline of 15.1 points Key Areas of Concern:	Unduplicated students in Berkeley Unified continue to demonstrate significant and persistent challenges in mathematics, particularly during the middle school years where foundational concepts become increasingly complex. The 2023 California School Dashboard highlighted several student groups with especially low performance in math, including African American students at Longfellow Arts and Technology Middle School, and students with disabilities at both Berkeley High and Malcolm X Elementary. Multilingual learners and socioeconomically disadvantaged students at Berkeley High were also identified as needing intensive support. These groups are disproportionately represented in the “Well Below Standard” band on the CAASPP Math assessment, reflecting a deep need for more intensive, personalized intervention during the critical transition from elementary to high school. In response to this need, the district is implementing Math Support Classes in grades 6 through 8, specifically designed to accelerate learning for students who require Tier 2 and Tier 3 intervention. These classes provide smaller learning environments where targeted instruction can be delivered using differentiated strategies, supplemental curriculum, and ongoing formative assessment. The program incorporates peer tutoring, academic coaching, and progress monitoring through the district’s Multi-Tiered System of Supports (MTSS) to ensure instruction is aligned with each student's needs and growth is	CAASPP math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	African American students at Longfellow Arts and Technology Middle School demonstrated deep proficiency gaps, scoring over 100 points below the standard, placing them in the Red performance level. At Berkeley High School, several student groups are performing far below their peers: Multilingual Language Learners scored 199.7 points below the standard and were rated Red in math performance. Socioeconomically Disadvantaged Students scored 157.8 points below the standard, despite a slight improvement, placing them in the Orange category. Students with Disabilities continue to struggle with math achievement, scoring 235.8 points below the standard At Malcolm X Elementary, Students with Disabilities also demonstrated very low proficiency at 115.4 points below standard and declining 18.1 points **Scope:** LEA-wide	systematically tracked. Support is also provided to general education teachers to strengthen Tier 1 math instruction and reinforce intervention strategies across settings. This action is designed to address the learning needs of unduplicated students by providing focused instructional time in smaller, supportive groups where misconceptions can be addressed and confidence in mathematics can be rebuilt. Students are selected for support based on a range of data, including benchmark assessments, classroom performance, and teacher recommendations. Interventions are tiered to ensure students receive the appropriate level of support, from short-term acceleration to long-term intensive instruction, with the goal of reintegrating students into on-grade-level math courses. Although all students may benefit from additional math support, the Math Support Classes are expected to have a disproportionate benefit for unduplicated students, who often face systemic barriers such as limited access to tutoring, language acquisition challenges, and prior disruptions in learning. These students are more likely to enter middle school with unfinished learning in mathematics and less likely to have access to enrichment opportunities outside of the classroom. By embedding math support into the regular school day and providing individualized instructional time, this action ensures that these students receive the equitable supports they need to catch up and thrive.	

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		This action is being implemented schoolwide at middle schools with high percentages of unduplicated students, but is principally directed toward addressing their specific academic needs. The district will monitor student growth using the MTSS platform, formative assessments, and CAASPP results. The goal is to reduce the number of unduplicated students performing “Well Below Standard” in math by at least 30% over three years, and to increase placement of unduplicated students in on-grade-level or advanced math courses by middle school graduation.	
3.7	**Action:** Middle School Restorative Justice Counselors (6-8) **Need:** RJ Counselors contribute to positive school climate by coordinating services and support that is restorative for students and staff. There is a need to support Foster Youth who had a 19.2% suspension rate on the 2023 CA School dashboard. Additionally, Students Experiencing Homelessness had a 8.7% suspension rate, and Socioeconomically Disadvantaged students had a suspension rate of 3.8% Suspension data from the 2024 California School Dashboard shows that while Berkeley Unified’s overall suspension rate is relatively low at 1.7%, significant disparities remain across student groups. For example:	African American and socioeconomically disadvantaged students in Berkeley Unified middle schools experience disproportionate rates of exclusionary discipline, including suspensions, which negatively impact their academic engagement and overall sense of belonging in school. The 2023 California School Dashboard identified African American students and socioeconomically disadvantaged students at Berkeley Technology Academy as having “Red” suspension rate indicators, and similar trends have been noted in middle school data, particularly at schools like Longfellow Arts and Technology Middle School. Stakeholder feedback from families and students echoes this concern, highlighting inconsistent discipline practices and a need for culturally responsive approaches to conflict resolution and student support. To address these inequities, the district provides Restorative Justice (RJ) Counselors in middle schools (grades 6–8). These counselors work directly with students, staff, and administrators to	Suspension Rate

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	African American students had a suspension rate of 6.7%, nearly four times the district average. Students with disabilities were suspended at a rate of 5.8%. Long-Term English Learners experienced a 7.1% suspension rate. Socioeconomically disadvantaged students and homeless youth had suspension rates of 3.8% and 7.4%, respectivelyfc38a70d-d798-432d-9f04…. These patterns are especially concerning in middle school grades, where students face increasing behavioral and social-emotional challenges, and punitive discipline practices risk long-term disengagement from school. To address this, Berkeley Unified has identified the need to expand its investment in Restorative Justice (RJ) Counselors at the middle school level (Grades 6–8). These RJ counselors contribute to a positive school climate by embedding restorative practices into daily routines and responses to conflict. They: Lead circles and community-building practices, Work individually and in small groups with students exhibiting social-emotional or behavioral concerns,	support a positive school climate through the implementation of restorative practices. Their responsibilities include facilitating individual and small group sessions focused on repairing harm, building relationships, and teaching social-emotional skills. RJ counselors also play a central role in guiding alternatives to suspension, supporting behavior interventions, and leading schoolwide practices that foster trust and community. Their presence creates safe spaces where students—especially those who have been historically marginalized—can express themselves, reflect on behavior, and reintegrate into the learning environment with dignity. This action is specifically designed to address the behavioral and social-emotional needs of unduplicated students, who often face compounded challenges both inside and outside the classroom. RJ counselors serve as proactive supports for students who are at risk of disengagement or discipline referrals by offering relational, restorative approaches that address the root causes of conflict and behavior. Rather than relying on punitive measures that exclude students from instruction, the RJ model prioritizes accountability, healing, and re-engagement—core principles that align with the district's equity goals and MTSS framework. While all students benefit from strong school climate and access to social-emotional supports, this action is particularly impactful for unduplicated students who are more likely to experience disciplinary action, feel disconnected from school, or struggle to navigate peer and adult	

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	Support staff in implementing restorative interventions, Reduce reliance on exclusionary discipline by facilitating restorative conversations and accountability processes. By focusing on proactive relationship-building and inclusive conflict resolution, RJ counselors help reduce suspensions and increase engagement—particularly for students most affected by inequitable discipline patterns. Success will be measured by ongoing reductions in suspension rates and qualitative improvements in school climate, especially among African American, low-income, English learner, and disabled student populations. This investment reflects Berkeley Unified's commitment to transforming school culture through equity-driven, relational approaches, and ensuring every student feels valued, respected, and supported. **Scope:** LEA-wide	relationships. By embedding restorative counselors in middle school settings, the district ensures that students facing these challenges receive timely, culturally responsive support that builds community and keeps them connected to learning. This action helps reduce suspensions, improve school connectedness, and support academic success through relationship-centered engagement. 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 by reductions in suspension rates among African American and socioeconomically disadvantaged students, improvements in student responses to school climate surveys, and increased use of restorative practices as alternatives to traditional discipline. The district's goal is to reduce suspensions for unduplicated students by at least 30% over three years while increasing students' reported sense of belonging and adult connection at school.	
3.8	**Action:** High School Restorative Justice Coordinators (BHS) **Need:**	Berkeley High School continues to experience significant disparities in suspension rates, particularly among African American and socioeconomically disadvantaged students. Although overall suspension rates have declined in	Suspension rates

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	Berkeley High School has made progress in reducing exclusionary discipline overall, yet data from the 2024 California School Dashboard underscores ongoing disparities and the need for sustained, targeted intervention. The overall suspension rate at Berkeley High is 2.2%, earning a Green rating, and showing a modest decline of 0.3% from the prior year. However, disaggregated subgroup data reveals significant disproportionality: African American students: 7.8% suspended at least once (+1% increase) Students with Disabilities: 7.6% suspended (+0.5%) Homeless students: 6.8%, despite a 3.6% decline Long-Term English Learners: 4.4%, though improving Socioeconomically Disadvantaged students: 4.7% In contrast, White students had a 1.0% suspension rate, and Asian students just 0.8%, both maintaining or declining from previous years. The implementation of RJ services is aimed at decreasing suspensions across all groups, while particularly addressing the elevated rates among African American, disabled, and	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 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	

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	economically disadvantaged students. This approach not only improves school climate but also strengthens student engagement and promotes a culture of belonging and accountability. **Scope:** Schoolwide	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 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. Over the next three years, the goal is to reduce suspensions among unduplicated students	

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		by at least 30% and build a sustainable, equity-centered model for discipline and student engagement.	
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	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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		support to ensure consistency and sustainability across school sites. 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	

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		effectiveness will be measured through family engagement surveys, increased participation in school activities and advisory structures, and 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.	
4.4	**Action:** High School attendance **Need:** Berkeley High School has shown meaningful improvement in reducing chronic absenteeism, yet significant equity gaps remain—particularly for vulnerable student groups. In the 2023–24 academic year, the chronic absenteeism rate at Berkeley High dropped to 8.1% (264 students out of 3,271), a notable improvement from 10.6% in 2022–23 and 11.2% in 2021–22. Despite this overall decline, long-standing disparities persist across racial/ethnic and programmatic subgroups. African American students had the highest chronic absenteeism rate at 16.1%. Hispanic or Latino students followed with 8.3%, while White and Asian students had substantially lower rates of 6.0%.	Chronic absenteeism continues to be a significant barrier to academic success for unduplicated students at Berkeley High School. Data from the 2023 California School Dashboard indicate that students experiencing poverty, homelessness, or belonging to historically underserved racial and linguistic groups are disproportionately represented among those with attendance rates below 90%. These students often face systemic challenges—including housing instability, transportation difficulties, mental health needs, or a lack of school connection—that contribute to disengagement. Chronic absenteeism, in turn, is strongly linked to lower academic performance, reduced college/career readiness, and higher dropout rates. Stakeholders, including families and staff, have emphasized the need for earlier identification and more personalized interventions for students struggling with attendance and behavioral issues. In response, Berkeley High School is implementing a comprehensive attendance and behavior intervention strategy through its On	Chronic Absentee rates

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	Among programmatic subgroups, Homeless Youth were disproportionately impacted, with a chronic absenteeism rate of 27.6%. Students with Disabilities experienced a rate of 17.4%, and English Learners and Socioeconomically Disadvantaged students both had rates exceeding 14%. These disparities indicate systemic barriers affecting consistent attendance for students who are historically underserved. To address these inequities, Berkeley High has implemented a structured system of proactive and immediate support, centered on the On Campus Intervention (OCI) office. This initiative operates in collaboration with the Dean of Students and Dean of Attendance to monitor real-time data on student attendance and behavior referrals. The team works closely with focal students and their families to develop personalized intervention plans that are responsive to individual needs and circumstances. This approach prioritizes early identification, coordinated intervention, and culturally responsive communication—especially for unduplicated pupils such as English learners, foster youth, and socioeconomically disadvantaged students. With a clear focus on prevention and partnership, the goal is to remove barriers to attendance, improve engagement, and ensure that every student has the support needed to succeed.	Campus Intervention (OCI) office. Working closely with the Dean of Students and the Dean of Attendance, OCI staff proactively monitor attendance and behavior data to identify focal students in need of support. Staff conduct outreach to students and families, facilitate restorative conversations, and help develop personalized intervention plans. These plans may include wellness referrals, home visits, mentoring, credit recovery opportunities, and behavior support tailored to the root causes of absenteeism. The collaborative approach ensures that students are not only tracked but also supported in a holistic, non-punitive manner. This action is designed to meet the needs of unduplicated students by recognizing the complex social-emotional and structural factors that contribute to chronic absenteeism and behavioral challenges. By leveraging real-time data and establishing strong partnerships with families, staff can respond quickly to early warning signs and prevent students from falling further behind. Rather than relying on traditional disciplinary consequences, the OCI model focuses on relational and restorative interventions that foster re-engagement and help students build habits of attendance and self-regulation necessary for long-term success. While all students benefit from improved attendance systems, this action has a disproportionate impact on unduplicated students, who often lack access to transportation, healthcare, or stable housing—factors that make consistent attendance more difficult. Furthermore,	

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	Scope: LEA-wide	these students may have experienced school as unwelcoming or inflexible in the past. The OCI approach aims to shift this dynamic by offering a responsive, student-centered system that meets young people where they are and helps them feel seen, supported, and accountable. This action is provided schoolwide at Berkeley High School, which serves a diverse student body with a substantial proportion of unduplicated students. Effectiveness will be measured by reductions in chronic absenteeism rates among unduplicated students, improved attendance consistency, and increased student engagement. Over the next three years, the district aims to reduce chronic absenteeism for focal groups by at least 25% and to strengthen early intervention systems that foster both accountability and support.	
4.6	**Action:** Program Support and Evaluation **Need:** To increase student achievement, college access, and college awareness teachers and other staff need access to timely and accurate data about their students? progress. The 203 CA School Dashboard revealed that the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of	Families of unduplicated students—including those who are low-income, English learners, foster youth, experiencing homelessness, or have students with disabilities—often face barriers to participating meaningfully in district programs and decision-making processes. Stakeholder feedback, survey data, and local engagement metrics show that these families are underrepresented in advisory groups, school site councils, and districtwide initiatives. Moreover, there is often a gap in communication, access to information, and culturally responsive outreach strategies, which limits the district's ability to gather actionable input and build trust with	Graduation Rate, A-G Rate, CCI Rate

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	English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Additionally, using information from the 2024 CA School Dashboard, Berkeley Unified's data reveals that while overall student outcomes are strong, substantial disparities persist for unduplicated pupils—English learners, foster youth, and socioeconomically disadvantaged students. These gaps highlight the need for deeper, more inclusive stakeholder engagement and strategic program review. For instance, the district's overall graduation rate is 94.9%, yet English learners graduate at only 86.4%, and socioeconomically disadvantaged students at 92.6%. These gaps are even more pronounced when examining the College/Career Indicator, where only 13.6% of English learners and 31.9% of socioeconomically disadvantaged students are classified as "Prepared," compared to the district-wide rate of 57.7%, and 74.4% among White students. This disparity points to a critical need for improved program support and evaluation—specifically those that center on the voices, experiences, and outcomes of unduplicated families. Increasing stakeholder participation from diverse families—particularly those historically marginalized in district decision-making—is essential for co-designing responsive services. This involves structured	communities most impacted by systemic inequities. Without targeted infrastructure and ongoing support, these engagement gaps persist and undermine the inclusive spirit of the Local Control and Accountability Plan (LCAP). To address this need, Berkeley Unified provides Program Support and Evaluation services to strengthen and sustain engagement with families of unduplicated students. This action includes coordination and facilitation of stakeholder engagement efforts, technical assistance for schools and departments in planning and implementing inclusive outreach, and structured opportunities for families and community members to provide feedback on programs and services. It also includes the review and alignment of district initiatives with equity priorities and LCAP goals. Staff support is provided to ensure that engagement strategies are culturally relevant, accessible in multiple languages, and responsive to the lived experiences of the families they are designed to reach. This action is specifically designed to meet the needs of unduplicated students and their families by embedding systemic structures that elevate their voices and experiences in district planning and decision-making. Through tailored engagement strategies, such as focus groups, advisory input sessions, and data walks, families are not only consulted but also empowered to shape the policies and supports that affect their children. The use of data and stakeholder feedback is critical to ensuring that district programs are aligned with actual needs and that	

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	outreach, culturally and linguistically appropriate communication, and facilitating authentic two-way engagement between educational partners and school leadership. To address this, the district will provide high-quality facilitation, coordination, and technical support to ensure that families of unduplicated students are not only informed but actively shaping the educational programs and services intended to support their children. This includes reviewing district initiatives through an equity lens, ensuring they deliver measurable benefits for student success, especially in metrics like graduation and college/career readiness. By grounding support and evaluation in real data and authentic engagement, Berkeley Unified can more effectively align resources to areas of highest need and accelerate equity for all students. **Scope:** LEA-wide	resources are directed equitably to improve student outcomes. While all families and stakeholders may benefit from strong engagement practices, this action has a disproportionately positive impact on unduplicated families, who are often excluded from traditional outreach channels due to language barriers, work schedules, or prior negative experiences with educational institutions. By investing in high-touch, culturally responsive facilitation and evaluation, the district ensures that its most impacted communities are at the center of planning, implementation, and accountability. This approach aligns with Berkeley Unified's broader equity goals and its commitment to co-constructing meaningful solutions with those most affected by disparities. This action is implemented districtwide, but is primarily directed at supporting the needs of unduplicated students and their families. Its effectiveness will be measured by increases in family participation rates across engagement structures, qualitative feedback from focal families, and improvements in the alignment between stakeholder input and program design. Over the next three years, the district aims to increase participation from unduplicated families in advisory and planning processes by at least 25%, and to embed equity-focused evaluation practices into all major program reviews and funding decisions.	
4.7	**Action:** Additional Supports and Services	Unduplicated students in Berkeley Unified—particularly those who are low-income, English learners, foster youth, and students experiencing	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
	Need: To increase student achievement, college access, and college awareness teachers and other staff need the support of the LCAP strategic planning process. Based on the 2023 CA School Dashboard, the graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically Disadvantaged Students were prepared for college/career in 2023 and only 23% of English Learners were prepared in comparison to the district overall rate of 62.3%. Additionally only 6.3% of English Learners completed A-G and only 33.3% of Socio-economically Students did. Additionally, using information from the 2024 CA School Dashboard, Unduplicated pupils—comprising low-income students, English learners, and foster youth—continue to experience outcome disparities in critical indicators of postsecondary readiness. While Berkeley Unified's overall graduation rate is strong at 94.9%, significant performance gaps remain for unduplicated subgroups. For example, English learners graduated at a rate of 86.4%, Long-Term English Learners at 90.6%, and socioeconomically disadvantaged students at 92.6%, which is still below the district average. More concerning is the College/Career Indicator (CCI) data, which reflects whether students graduate "prepared" for postsecondary success. Only 13.6% of	homelessness—face a wide range of academic, social-emotional, and logistical challenges that often require individualized or program-specific supports. While core actions and services provide essential structure, school sites and departments frequently identify emerging needs that cannot be fully anticipated or addressed through existing programs alone. Stakeholders have emphasized the importance of flexibility to respond to real-time student and family needs, including access to tutoring, mental health supports, supplies, transportation assistance, or targeted academic interventions. Without the ability to adapt resources responsively, gaps in service can persist and exacerbate inequities for unduplicated students. To address this, the district will provide Additional Supports and Services that are designed to respond to specific, data-informed needs of unduplicated students throughout the year. These supports will be used to enhance or expand particular programs—such as counseling, academic intervention, attendance strategies, or family engagement initiatives—based on site-level input and student performance data. The goal is to ensure that services can be strengthened or tailored in real time to meet the evolving needs of students and families, particularly those facing multiple barriers to success. This action is designed to meet the needs of unduplicated students by allowing for targeted, equity-driven flexibility in service delivery. Whether through temporary staff support, supplemental instructional materials, or increased access to	

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	English learners and 31.9% of socioeconomically disadvantaged students were classified as "Prepared," compared to 74.4% of White studentsfc38a70d-d798-432d-9f04…. This stark contrast highlights a systemic gap in readiness and access to college or career-aligned pathways for these student groups. These metrics underscore the urgent need for enhanced, measurable, and targeted support systems tailored to the needs of unduplicated students. This includes access to A-G aligned courses, robust academic counseling, credit recovery, dual enrollment, CTE pathways, and college application assistance. Additionally, expanding culturally and linguistically responsive programs will be crucial to ensure equitable opportunity and achievement. By aligning resource allocation with these needs, the district can make measurable progress in eliminating barriers and fostering successful outcomes for all students. **Scope:** LEA-wide	wellness services, these additional supports are intended to eliminate barriers that prevent students from accessing learning opportunities equitably. Importantly, all uses of this funding are measurable and aligned with student outcomes, ensuring accountability and clear alignment with LCAP goals and metrics. While the entire school community may benefit from more responsive and enhanced services, these supports are directed at—and expected to have a disproportionate impact on—unduplicated students, who often have fewer external resources and a greater need for school-based support. This action allows the district to be responsive to the unique challenges these students face and to intervene quickly when standard programming does not fully meet their needs. It reinforces the principle that equity requires both baseline access and additional investment for those who have historically been underserved. This action is provided districtwide, with an explicit focus on programs serving unduplicated students and their families. Effectiveness will be measured through tracking the use of funds, student performance and engagement data, and outcome metrics tied to the specific programs receiving additional support. Over time, this flexible investment will allow the district to accelerate progress toward closing opportunity and achievement gaps, and ensure that all students—especially those furthest from opportunity—are fully supported in reaching their potential.	

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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 progress toward English Proficiency because 52.1% made progress in 2023 and that was a decline of 5.9% leading BUSD to receive an ORANGE rating on the dashboard. In 2024, BUSD showed improvement, with 56.9% of English Learners making progress—an increase of 4.8 percentage points—earning the district a Green performance level for this indicator. However, despite this growth, subgroup analysis reveals that Long-Term English Learners (LTELs) continue to lag behind, with only 52.2% making progress. This emphasizes the ongoing need for targeted instructional strategies, family engagement, and integrated language development supports to ensure equitable outcomes across all multilingual learner groups.	These additional supports are designed to meet the needs most associated with unduplicated students. However, it would not be economical to set up a system to only provide these supports to unduplicated students and it is therefore being provided on an LEA wide basis. In addition, Multilingual Language Learners at Berkeley High and Martin Luther King Middle School need additional support to make progress as measured by the ELPI because of low performance on the 2023 CA School Dashboard	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	These patterns demonstrate the importance of sustained investment in multilingual programming, professional development for teachers on integrated and designated ELD strategies, and system-wide accountability to close persistent gaps in language acquisition. **Scope:** Limited to Unduplicated Student Group(s)		
2.5	**Action:** ELD Teacher on Special Assignment (TK-12) **Need:** To increase Multilingual Language Learners progress toward English Proficiency because 52.1% made progress in 2023 and that was a decline of 5.9% leading BUSD to receive an ORANGE rating on the dashboard. In 2024, BUSD showed improvement, with 56.9% of English Learners making progress—an increase of 4.8 percentage points—earning the district a Green performance level for this indicator. However, despite this growth, subgroup analysis reveals that Long-Term English Learners (LTELs) continue to lag behind, with only 52.2% making progress. This emphasizes the ongoing need for targeted instructional strategies, family engagement, and integrated language development supports to ensure equitable outcomes across all multilingual learner groups.	These additional supports are designed to meet the needs most associated with unduplicated students. However, it would not be economical to set up a system to only provide these supports to unduplicated students and it is therefore being provided on an LEA wide basis. In addition, Multilingual Language Learners at Berkeley High and Martin Luther King Middle School need additional support to make progress as measured by the ELPI because of low performance on the 2023 CA School Dashboard	ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	These patterns demonstrate the importance of sustained investment in multilingual programming, professional development for teachers on integrated and designated ELD strategies, and system-wide accountability to close persistent gaps in language acquisition. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** Intervention Services for Students Experiencing Homelessness **Need:** Students experiencing homelessness face some of the most profound barriers to academic engagement, stability, and success. In Berkeley Unified School District (BUSD), this vulnerability is reflected in multiple performance indicators from the 2024 California School Dashboard, underscoring the critical need for targeted intervention and case management services under the McKinney-Vento Act. Key Metrics Reflecting the Need Chronic Absenteeism: Students experiencing homelessness have one of the highest chronic absenteeism rates in the district—45.5%, nearly four times the district average of 12.3%.	The intervention services provided through Berkeley Unified's McKinney-Vento program are intentionally designed to respond to the overlapping academic, behavioral, and social-emotional challenges that students experiencing homelessness face, as identified through multiple California School Dashboard indicators. Addressing Chronic Absenteeism and Suspension High rates of chronic absenteeism (45.5%) and suspensions (7.4%) among homeless students point to systemic barriers such as lack of transportation, food insecurity, unmet mental health needs, and limited family stability. To address these: The McKinney-Vento counselor provides transportation assistance (e.g., bus passes or coordination of school-of-origin travel), ensuring students can attend school consistently.	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
	This elevated rate indicates severe instability and limited access to consistent instruction and school support systemsf Suspension Rate: Although recent interventions have helped reduce suspensions for this group, 7.4% of homeless students were suspended at least once, compared to just 1.7% overall. This indicates an urgent need for trauma-informed, restorative supports that reduce punitive responses to behavior linked to environmental stress and housing insecurity. Academic Performance (CAASPP ELA & Math): Academic outcomes are particularly troubling. Homeless students were: 118 points below standard in ELA and 151 points below standard in Math, placing them in the Red performance band for both subjects. These are among the lowest scores of any student group in the district, reflecting the cumulative impact of disrupted learning, trauma, and lack of access to educational resources. Graduation Rate: Homeless youth at Berkeley High School had a graduation rate of 87.8%, which is 7 percentage points below the district average (94.9%), and experienced a decline of 6.1% from the prior year. This drop suggests that many students are not receiving the wraparound services and transition planning needed to persist through graduation.	Emergency food and supply referrals reduce stressors that often contribute to disciplinary incidents. The counselor collaborates with school teams to implement restorative and trauma-informed approaches, aiming to reduce punitive discipline and instead promote supportive behavioral interventions. Addressing Low Academic Achievement Students experiencing homelessness scored over 100 points below standard in ELA and Math, making academic acceleration and remediation essential. The counselor coordinates with teachers, RtI² specialists, and intervention staff to ensure students have access to targeted instruction, tutoring, and small group support. Regular case management and progress monitoring allow for real-time adjustments to instructional and support strategies. Supporting Graduation and College/Career Readiness With only 4.9% of homeless students classified as “Prepared” on the CCI and a graduation rate of 87.8%, this action directly supports secondary students by: Assisting in course enrollment and transcript review, ensuring students remain on track to meet graduation and A-G requirements.	

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): Only 4.9% of homeless students were classified as "Prepared" for college or a career—a devastatingly low figure compared to the district average of 57.7%. This 52.8-point gap represents a systemic failure to support these students through to postsecondary success. **Scope:** Limited to Unduplicated Student Group(s)	Connecting students with college access programs (e.g., AVID, EOP, FAFSA help) and career exploration opportunities. Facilitating referrals to housing stability programs so students can persist in school without housing disruptions. Family and Community Engagement A lack of access to services and support networks is a major barrier for families experiencing homelessness. This action ensures: Direct outreach to families and one-on-one support from the McKinney-Vento counselor to build trust and awareness of available services. Navigation support for enrollment, health services, and public benefits, ensuring families are stabilized and connected to long-term resources. By embedding case management, outreach, coordination, and wraparound supports into the daily experience of students experiencing homelessness, this action is specifically structured to remove barriers, increase stability, and promote educational continuity. These efforts are critical to improving academic performance, attendance, behavior, and long-term success for one of Berkeley Unified'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.

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	1:13	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:30	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$103,696,840	6,373,863	6.147%	0.000%	6.147%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$6,492,853.00	$3,276,973.00	$6,228,130.00	$319,120.00	$16,317,076.00

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	LCF
1	1.1	Teacher Induction Program	All	No			All Schools	2024-2027	$161,765.00	$10,000.00	
1	1.2	Literacy Improvement Action Plan	All	No			All Schools	2024-2027	$0.00	$0.00	$
1	1.3	PK Literacy Support	All	No			All Schools PK	2024-2027	$0.00	$0.00	$
1	1.4	Literacy Coaches (TK-8)	All	No			All Schools	2024-2027	$2,114,559.00	$0.00	
1	1.5	Literacy Universal Screener (K-8)	All	No			K-8	2024-2027	$0.00	$0.00	$
1	1.6	Integrated ELD Training and Support	English Learners	No			All Schools	2024-2027	$0.00	$0.00	$
1	1.7	Math Training for Certificated Staff (TK-8)	All	No			All Schools TK-8	2024-2027	$0.00	$40,000.00	
1	1.8	Math Curriculum and Educator Engagement	All	No			All Schools	2024-2027	$0.00	$0.00	$

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	LCF
1	1.12	Bridge Program (BHS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS	2024-2027	$427,301.00	$0.00	$267
1	1.13	CTE Pathways (BHS)	All	No			Specific Schools: BHS	2024-2027	$112,263.00	$0.00	
1	1.14	Collection and Analysis of Tier 1, 2 and 3 data	All	No				2024-2027	$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	$2,785,516.00	$0.00	$1,34
2	2.2	504 Coordinator	All	No			All Schools	2024-2027	$183,045.00	$0.00	
2	2.3	Special Day Class	Students with Disabilities	No			All Schools	2024-2027	$221,036.00	$4,400.00	
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	$1,899,428.00	$0.00	$1,89
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	$126,400.00	$0.00	$126
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	$40,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
2	2.9	Culturally Relevant Summer Partnerships	All	No			All Schools	2024-2027	$0.00	$0.00	$
2	2.10	Summer School CCSS Curriculum	All	No			All Schools	2024-2027	$937,000.00	$55,000.00	
2	2.11	Summer School for Incoming Seniors (BHS)	All	No			Specific Schools: BHS	2024-2027	$0.00	$0.00	$
2	2.12	Orton-Gillingham and Wilson Reading Supports	All	No			All Schools	2024-2027	$0.00	$50,000.00	
2	2.13	MTSS Framework	All	No			All Schools	2024-2027	$0.00	$0.00	$
2	2.14	Data Review and Progress Monitoring	All	No			All Schools	2024-2027	$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	$57,291.00	$60,000.00	
3	3.2	¡Adelante! Latinx Success Initiative	Latinx students	No			All Schools	2024-2027	$165,000.00	$40,000.00	
3	3.3	Intervention Services for Students Experiencing Homelessness	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-2027	$143,021.00	$0.00	$143

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	LCF
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	$434,613.00	$0.00	$382
3	3.8	High School Restorative Justice Coordinators (BHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	2024-2027	$170,694.00	$0.00	$85
3	3.9	Counseling (6-8)	All	No			6-8	2024-2027	$806,576.00	$0.00	
3	3.10	Intervention Counseling (BHS)	All	No			Specific Schools: BHS	2024-2027	$341,280.00	$0.00	
3	3.11	LEAP Class (BHS)	All	No			Specific Schools: BHS	2024-2027	$563,496.00	$0.00	
3	3.12	Improving Student Attendance	All	No			All Schools	2024-2027	$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	$1,023,746.00	$0.00	$1,02
4	4.2	Leverage Community Assets	All	No			All Schools	2024-2027	$0.00	$0.00	$
4	4.3	Family Engagement Capacity Building	All	No			All Schools	2024-2027	$0.00	$108,110.00	$108
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	$97,571.00	$0.00	$97
4	4.5	Translation Costs	All	No			All	2024-2027	$0.00	$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
						Low Income					
5	**5.1**	College/Career Readiness Supports	All	No			Specific Schools: Berkeley Technology Academy	2024-2027	$0.00	$0.00	
5	**5.2**	Individual Learning Plans	All	No			Specific Schools: Berkeley Technology Academy		$0.00	$0.00	
5	**5.3**	Counseling Support	All	No			Specific Schools: BTA		$81,717.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$103,696,840	6,373,863	6.147%	0.000%	6.147%	$6,384,743.00	0.000%	6.157 %	**Total:**	$6,384,743.00
								LEA-wide Total:	$4,130,547.00
								Limited Total:	$2,168,849.00
								Schoolwide Total:	$85,347.00

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	1.11	AVID (7-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	7-12	$159,767.00	
1	1.12	Bridge Program (BHS)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS	$267,301.00	
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	$1,348,440.00	
2	2.4	ELD Support at each School (TK-12)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,899,428.00	
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$126,400.00	
2	2.8	Math Support Classes (6-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-8	$141,120.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$143,021.00	
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-8	$382,144.00	
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	$85,347.00	
4	4.1	Build Relational Trust	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,023,746.00	
4	4.4	High School attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$97,571.00	
4	4.6	Program Support and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$304,073.00	
4	4.7	Additional Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$406,385.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,278,428.00	$14,381,224.00

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	$89,503.00	$90,265
1	**1.2**	Literacy Improvement Action Plan	No	$63,000.00	$63,000
1	**1.3**	PK Literacy Support	No	$0.00	
1	**1.4**	Literacy Coaches (TK-8)	Yes	$1,978,315.00	$1,978,315
1	**1.5**	Literacy Universal Screener (K-8)	No	$0.00	
1	**1.6**	Integrated ELD Training and Support		$0.00	
1	**1.7**	Math Training for Certificated Staff (TK-8)	No	$30,000.00	$30,000
1	**1.8**	Math Curriculum and Educator Engagement	No	$0.00	
1	**1.9**	Science Program	No	$92,392.00	$92,391
1	**1.10**	Ethnic Studies	No	$132,493.00	$132,493
1	**1.11**	AVID (7-12)	Yes	$206,285.00	$125,767

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	$427,350.00	$427,349
1	1.13	CTE Pathways (BHS)	No	$111,227.00	$135,332
1	1.15	Collection and Analysis of Tier 1, 2 and 3 data	No	$213,311.00	$213,311
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	$1,963,914.00	$2,057,045
2	2.2	504 Coordinator	No	$168,403.00	$168,403
2	2.3	Special Day Class	No	$108,533.00	$110,588
2	2.4	ELD Support at each School (TK-12)	Yes	$1,670,947.00	$1,408,055
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	$115,847.00	$117,746
2	2.6	Support for Long Term Multilingual Language Learners (MLLs)	No	$30,000.00	$30,000.00
2	2.7	Math Coaches and Support (TK-12)	Yes	$307,858.00	$308,664
2	2.8	Math Support Classes (6-8)	Yes	$246,999.00	$221,410
2	2.9	Culturally Relevant Summer Partnerships	No	$0.00	$0
2	2.10	Summer School CCSS Curriculum	No	$968,596.00	$857,815

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	$170,000.00	$170,000
2	2.12	Orton-Gillingham and Wilson Reading Supports	No	$50,000.00	$50,000
2	2.13	MTSS Framework	No	$0.00	
2	2.14	Data Review and Progress Monitoring	No	$0.00	
3	3.1	Black/African American Success Framework Implementation	No	$110,420.00	$110,420
3	3.2	¡Adelante! Latinx Success Initiative	No	$328,000.00	$166,922
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	$134,925.00	$129,620
3	3.4	McKinney-Vento Training	Yes	$0.00	
3	3.5	Coordination of School Based Services (TK-8)	No	$140,080.00	$147,402
3	3.6	Behavioral Health Services (TK-5 & BTA)	No	$1,100,000.00	$1,058,046
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	$390,369.00	$342,396
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	$168,790.00	$162,440
3	3.9	Counseling (6-8)	No	$745,639.00	$745,639

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	3.10	Intervention Counseling (BHS)	Yes	$325,385.00	$346,790
3	3.11	LEAP Class (BHS)	Yes	$687,382.00	$675,460
3	3.12	Improving Student Attendance	No	$196,500.00	$196,500
4	4.1	Build Relational Trust	Yes	$878,750.00	$685,662
4	4.2	Leverage Community Assets	No	$0.00	
4	4.3	Family Engagement Capacity Building	No	$0.00	
4	4.4	High School attendance	Yes	$92,925.00	$96,530
4	4.5	Translation Costs	No	$35,000.00	$34,505
4	4.6	Program Support and Evaluation	Yes	$282,648.00	$197,473
4	4.7	Additional Supports and Services	Yes	$439,801.00	$420,629
5	5.1	College/Career Readiness Supports	No	$0.00	
5	5.2	Individual Learning Plans	No	$0.00	
5	5.3	Counseling Support	No	$76,841.00	$76,841

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,860,984	$6,563,488.00	$6,007,353.00	$556,135.00	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	1.4	Literacy Coaches (TK-8)	Yes	$166,250.00	$166,250.00		
1	1.11	AVID (7-12)	Yes	$158,185.00	$125,767		
1	1.12	Bridge Program (BHS)	Yes	$307,350.00	$244,583		
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	$1,131,145.00	$1,224,277		
2	2.4	ELD Support at each School (TK-12)	Yes	$1,670,947.00	$1,408,055		
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	$115,847.00	$117,746		
2	2.7	Math Coaches and Support (TK-12)	Yes	$52,400.00	$53,207		
2	2.8	Math Support Classes (6-8)	Yes	$220,500.00	$221,410		
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	$134,925.00	$129,620		
3	3.4	McKinney-Vento Training	Yes	$0.00			
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	$341,200.00	$342,396		
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	$168,790.00	$162,440		
3	3.10	Intervention Counseling (BHS)	Yes	$325,385.00	$346,790		

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)
3	3.11	LEAP Class (BHS)	Yes	$76,440.00	$64,518		
4	4.1	Build Relational Trust	Yes	$878,750.00	$685,662		
4	4.4	High School attendance	Yes	$92,925.00	$96,530		
4	4.6	Program Support and Evaluation	Yes	$282,648.00	$197,473		
4	4.7	Additional Supports and Services	Yes	$439,801.00	$420,629		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
99,763,431	$5,860,984	0	5.875%	$6,007,353.00	0.000%	6.022%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Berkeley Unified 2024-25 LCAP Required Actions based on 2023 Dashboard

Required Action	School	Student Group	Indicator	Goal #	Action #	2024 Dashboard Status	Red in 25
LEA-wide Lowest Performance	District	African American	ELA	2	1	1	1
LEA-wide Lowest Performance	District	English Learner	Chronic Absenteeism	3	12	2	
LEA-wide Lowest Performance	District	Foster Youth	Suspension	3	7	4	
LEA-wide Lowest Performance	District	Hispanic	Chronic Absenteeism	3	12	3	
LEA-wide Lowest Performance	District	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	3	
LEA-wide Lowest Performance	District	Students with Disabilities	Chronic Absenteeism	3	12	1	1
LEA-wide Lowest Performance	District	Two Or More Races	Chronic Absenteeism	3	12	3	
Required Action for English Learners	District	English Learner	N/A	2	4,5	NA	
Required Action for Long Term English Learners (LTEL)	District	LTEL	N/A	2	6	NA	
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	Students with Disabilities	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	African American	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	Hispanic	Chronic Absenteeism	3	12	4	
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Cragmont Elementary	Students with Disabilities	Chronic Absenteeism	3	12	1	1
School Student Group Lowest Performance	Berkeley Arts Magnet at Whittier	White	Chronic Absenteeism	3	12	4	
School Student Group Lowest Performance	Berkeley High	African American	ELA	2	1	2	
School Student Group Lowest Performance	Berkeley High	English Learner	ELA	2	1	2	
School Student Group Lowest Performance	Berkeley High	English Learner	ELPI	2	4,5	4	
School Student Group Lowest Performance	Berkeley High	English Learner	Math	2	1	1	1
School Student Group Lowest Performance	Berkeley High	Hispanic	ELA	2	1	1	1
School Student Group Lowest Performance	Cragmont Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	Students with Disabilities	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Oxford Elementary at West Campus	Students with Disabilities	Chronic Absenteeism	3	12	1	1
School Student Group Lowest Performance	Thousand Oaks Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Sylvia Mendez Elementary	Students with Disabilities	Chronic Absenteeism	3	12	--	
School Student Group Lowest Performance	Emerson Elementary	Hispanic	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	African American	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	African American	Math	2	1	1	1
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	Hispanic	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Washington Elementary	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Thousand Oaks Elementary	Students with Disabilities	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Berkeley High	Students with Disabilities	ELA	2	1	2	
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	Two Or More Races	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Malcolm X Elementary	Students with Disabilities	ELA	2	1	1	1
School Student Group Lowest Performance	Berkeley High	Students with Disabilities	Math	2	1	1	1
School Student Group Lowest Performance	Martin Luther King Middle	English Learner	ELPI	2	4,5	5	
School Student Group Lowest Performance	Malcolm X Elementary	Students with Disabilities	Math	2	1	1	1
School Student Group Lowest Performance	Sylvia Mendez Elementary	English Learner	Chronic Absenteeism	3	12	1	1
Required Action for Students with Disabilities	District	Students with Disabilities	N/A	2	3	NA	
School Student Group Lowest Performance	Thousand Oaks Elementary	English Learner	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Thousand Oaks Elementary	Hispanic	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Willard Middle	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Longfellow Arts and Technology Middle	Students with Disabilities	Suspension	3	7	4	
School Student Group Lowest Performance	Thousand Oaks Elementary	Students with Disabilities	Suspension	3	7	5	
School Student Group Lowest Performance	Thousand Oaks Elementary	Two Or More Races	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Washington Elementary	African American	Chronic Absenteeism	3	12	2	
School Student Group Lowest Performance	Washington Elementary	Hispanic	Chronic Absenteeism	3	12	1	1
School Student Group Lowest Performance	Berkeley High	Socioeconomically Disadvantaged	ELA	2	1	2	
School Student Group Lowest Performance	Washington Elementary	Socioeconomically Disadvantaged	ELA	2	1	3	
School Student Group Lowest Performance	Washington Elementary	Students with Disabilities	Suspension	3	7	5	
School Student Group Lowest Performance	Washington Elementary	Two Or More Races	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Washington Elementary	White	Chronic Absenteeism	3	12	3	
School Student Group Lowest Performance	Willard Middle	African American	Suspension	3	7	2	
School Student Group Lowest Performance	Berkeley High	Socioeconomically Disadvantaged	Math	2	1	2	
School-wide Lowest Performance	Berkeley Arts Magnet at Whittier	All Students	Chronic Absenteeism	3	12	3	
School-wide Lowest Performance	Berkeley Technology Academy (Equity Multiplier)	All Students	CCI	5	1	2	
School-wide Lowest Performance	Cragmont Elementary	All Students	Chronic Absenteeism	3	12	3	
School-wide Lowest Performance	Longfellow Arts and Technology Middle	All Students	Chronic Absenteeism	3	12	3	
School-wide Lowest Performance	Thousand Oaks Elementary	All Students	Chronic Absenteeism	3	12	3	
School-wide Lowest Performance	Washington Elementary	All Students	Chronic Absenteeism	3	12	3	

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
		CAASPP (CAASPP scores will be reported mid year for the previous spring)		22/23	N/A		
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	All Students (Gr 3-8, 11)	67.2%	69.9%	All students will increase 3% annually (9% over 3 years) to 76.2%. An accelerated target of 5% annually (15% over 3 years) for focal student groups (see Appendix).	76.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	African-American	25.7%	29.5%	15.0%	40.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	American Indian/Native Alaskan	38.5%	< 4 students	9.0%	47.5%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Asian	70.5%	70.1%	9.0%	79.5%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Filipino	80.9%	78.4%	9.0%	89.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Hispanic/Latino	53.1%	57.6%	15.0%	68.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Native Hawaiian/Pacific Islander	*< 4 students*	< 4 students	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Two or more races	76.7%	80.3%	9.0%	85.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	White	82.7%	84.2%	9.0%	91.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	English learners	15.9%	13.5%	15.0%	30.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Long Term English learners (Newly added)	3.1%	0.0%	9.0%	12.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Socioeconomically disadvantaged	39.7%	49.6%	15.0%	54.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Foster youth	*< 4 students*	< 4 students	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Students Experiencing Homelessness	20.2%	< 4 students	15.0%	35.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Students with Disabilities	27.6%	24.7%	15.0%	42.6%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	All Students (Gr 3-8, 11)	61.4%	64.7%	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).	70.4%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	African-American	20.3%	26.2%	15.0%	35.3%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	American Indian/Native Alaskan	23.1%	< 4 students	9.0%	32.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Asian	68.1%	66.8%	9.0%	77.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Filipino	58.7%	62.2%	9.0%	67.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Hispanic/Latino	46.0%	48.0%	15.0%	61.0%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Native Hawaiian/Pacific Islander	*< 4 students*	< 4 students	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Two or more races	70.9%	75.0%	9.0%	79.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	White	77.2%	80.1%	9.0%	86.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	English learners	18.4%	16.0%	15.0%	33.4%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Long Term English learners (Newly added)	3.2%	0.0%	9.0%	12.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Socioeconomically disadvantaged	32.9%	44.8%	15.0%	47.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Foster youth	*< 4 students*	< 4 students	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Students Experiencing Homelessness	10.3%	< 4 students	15.0%	25.3%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Students with Disabilities	22.5%	26.1%	15.0%	37.5%
		DIBELS (will be reported on the end of year and mid year)		Spring 22/23	Spring 24/25		
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	All Students (K-2)	81%	84.5%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annuallly (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	81.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	African-American	56%	62.9%	15.0%	71.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Asian	83%	87.0%	maintain	83.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Filipino	*<11 students*	<11 students	n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Hispanic/Latino	69%	68.3%	11.0%	80.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Two or more races	88%	90.6%	maintain	88.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	White	87%	92.7%	maintain	87.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	English learners	57%	60.9%	15.0%	72.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Long Term English learners (Newly added)		<11 students	n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Socioeconomically disadvantaged	62%	67.1%	15.0%	77.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Foster Youth	*<11 students*	<11 students	n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Students Experiencing Homelessness	33%	33.3%	15.0%	48.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Students with Disabilities	47%	52.7%	15.0%	62.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	All Students (3-5)	80%	76.7%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annuallly (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	African-American	48%	38.7%	15.0%	63.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Asian	84%	73.0%	maintain	84.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Filipino	81.80%	<11 students	maintain	81.80%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Hispanic/Latino	69%	64.0%	11.0%	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Two or more races	88%	88.7%	maintain	88.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	White	92%	88.3%	maintain	92.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	English learners	39%	16.2%	15.0%	54.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Long Term English learners (Newly added)	*<11 students*	<11 students	n/a	n/a

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Socioeconomically disadvantaged	55%	54.6%	15.0%	70.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Foster Youth	*<11 students*	<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Students Experiencing Homelessness	33%	45.7%	15.0%	48.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Students with Disabilities	42%	34.9%	15.0%	57.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	All Students (6-8)	73%	77.1%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annuallly (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	African-American	36%	41.3%	15.0%	51.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Asian	71%	78.1%	9.0%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Filipino	82.40%	87.5%	maintain	82.4%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Hispanic/Latino	60%	66.8%	15.0%	75.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Two or more races	85%	87.0%	maintain	85.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	White	88%	90.4%	maintain	88.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	English learners	30%	6.8%	15.0%	45.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Long Term English learners (Newly added)		5.0%	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Socioeconomically disadvantaged	46%	52.6%	15.0%	61.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Foster Youth	*<11 students*	<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Students Experiencing Homelessness	20%	29.5%	15.0%	35.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Students with Disabilities	33%	33.3%	15.0%	48.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	All Students (3-5)	78%	62.3%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annuallly (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	African-American	46%	25.7%	15.0%	61.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Asian	86%	68.6%	maintain	86.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Filipino	45.50%	<11 students	15.0%	60.5%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Hispanic/Latino	65%	41.7%	15.0%	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Two or more races	84%	76.6%	maintain	84.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	White	89%	74.2%	maintain	89.0%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	English learners	50%	24.5%	15.0%	65.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Long Term English learners (Newly added)		<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Socioeconomically disadvantaged	52%	39.0%	15.0%	67.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Foster Youth	*<11 students*	<11 students	n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Students Experiencing Homelessness	36%	23.5%	15.0%	51.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Students with Disabilities	39%	25.8%	15.0%	54.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	All Students (6-8)	71%	57.7%	All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annuallly (15% over 3 years) for focal student groups with a baseline proficiency rate below 80% (see Appendix).	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	African-American	30%	20.6%	15.0%	45.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Asian	78%	67.4%	2.0%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Filipino	76.50%	50.0%	3.5%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Hispanic/Latino	58%	44.5%	15.0%	73.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Two or more races	84%	68.4%	maintain	84.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	White	85%	70.7%	maintain	85.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	English learners	29%	15.9%	15.0%	44.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Long Term English learners (Newly added)		<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Socioeconomically disadvantaged	45%	35.4%	15.0%	60.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Foster Youth	*<11 students*	<11 students	n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Students Experiencing Homelessness	18%	<11 students	15.0%	33.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Students with Disabilities	30%	21.5%	15.0%	45.0%
		ELPI		22/23	N/A		
4e	1	% of English Learner students making progress toward English language proficiency on the ELPAC	All Students	52.1%	56.90%	All students will make at least a 5% total increase over three years to 57.1%	57.1%
		D&F rate (for mid year, report S1 data)		22/23			
8a	1	% of high school students who receive end-of-course grades of D or F	All Students	22.5%	18.6%	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 (15%) is being set for focal student groups (see Appendix).	13.5%
8a	1	% of high school students who receive end-of-course grades of D or F	African-American	52.8%	45.8%	-15.0%	37.8%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
8a	1	% of high school students who receive end-of-course grades of D or F	American Indian/Native Alaskan	*< 11 students*	< 11 students	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Asian	17.7%	15.4%	-9.0%	8.7%
8a	1	% of high school students who receive end-of-course grades of D or F	Filipino	23.8%	6.1%	-9.0%	14.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Hispanic/Latino	35.5%	29.4%	-15.0%	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	n/a	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%	-9.0%	8.5%
8a	1	% of high school students who receive end-of-course grades of D or F	White	9.4%	7.5%	-9.0%	0.4%
8a	1	% of high school students who receive end-of-course grades of D or F	English learners	46.2%	17.9%	-15.0%	31.2%
8a	1	% of high school students who receive end-of-course grades of D or F	Long Term English learners (Newly added)		24.5%	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Socioeconomically disadvantaged	45.8%	13.3%	-15.0%	30.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Foster Youth	*< 11 students*	40.0%	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Students Experiencing Homelessness	65.8%	27.8%	-15.0%	50.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Students with Disabilities	58.3%	16.5%	-15.0%	43.3%
		AP			N/A		
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	All Students	26.0%	26.2%	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).	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%	5.0%	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	n/a	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%	3.0%	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%	3.0%	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%	5.0%	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	n/a	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%	3.0%	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%	3.0%	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%	5.0%	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	n/a	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%	5.0%	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	n/a	n/a
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%	5.0%	9.3%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
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%	5.0%	7.3%
		A-G eligibility			23/24		
4b	1	% of students meeting a-g requirements	All Students	63.5%	71.0%	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).	72.5%
4b	1	% of students meeting a-g requirements	African-American	26.3%	46.5%	15.0%	41.3%
4b	1	% of students meeting a-g requirements	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
4b	1	% of students meeting a-g requirements	Asian	66.7%	62.1%	9.0%	75.7%
4b	1	% of students meeting a-g requirements	Filipino	*<11 students*	<11 students	n/a	n/a
4b	1	% of students meeting a-g requirements	Hispanic/Latino	48.8%	61.8%	15.0%	63.8%
4b	1	% of students meeting a-g requirements	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
4b	1	% of students meeting a-g requirements	Two or more races	70.3%	74.8%	9.0%	79.3%
4b	1	% of students meeting a-g requirements	White	79.4%	81.9%	9.0%	88.4%
4b	1	% of students meeting a-g requirements	English learners	6.3%	3.6%	15.0%	21.3%
4b	1	% of students meeting a-g requirements	Long Term English learners (Newly added)		n/a	n/a	n/a
4b	1	% of students meeting a-g requirements	Socioeconomically disadvantaged	33.3%	47.8%	15.0%	48.3%
4b	1	% of students meeting a-g requirements	Foster Youth	*<11 students*	<11 students	n/a	n/a
4b	1	% of students meeting a-g requirements	Students Experiencing Homelessness	17.2%	25.0%	15.0%	32.2%
4b	1	% of students meeting a-g requirements	Students with Disabilities	14.1%	21.6%	15.0%	29.1%
		% of students who meet a-g requirements AND complete a CTE pathway			23/24		
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	All Students	29.10%	21.6%	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).	32.1%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	African-American	15.20%	11.8%%	5.0%	20.2%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Asian	34.80%	18.0%	3.0%	37.8%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Filipino	*<11 students*	<11 students	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Hispanic/Latino	28.70%	18.8%	5.0%	33.7%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Two or more races	29.70%	18.3%	3.0%	32.7%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	White	32.00%	28.0%	3.0%	35.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	English learners	0.00%	0.0%	5.0%	5.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Long Term English learners (Newly added)		n/a	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Socioeconomically disadvantaged	18.00%	14.7%	5.0%	23.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Foster Youth	*<11 students*	<11 students	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Students Experiencing Homelessness	6.90%	0.0%	5.0%	11.9%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Students with Disabilities	4.70%	1.9%	5.0%	9.7%
		% of students who graduate and complete a CTE pathway			23/24		
4c	1	% of students who graduate and complete a CTE pathway	All Students	36.6%	31.9%	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).	39.6%
4c	1	% of students who graduate and complete a CTE pathway	African-American	30.3%	31.8%	5.0%	35.3%
4c	1	% of students who graduate and complete a CTE pathway	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Asian	39.4%	26.2%	3.0%	42.4%
4c	1	% of students who graduate and complete a CTE pathway	Filipino	*<11 students*	<11 students	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Hispanic/Latino	40.9%	29.5%	5.0%	45.9%
4c	1	% of students who graduate and complete a CTE pathway	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Two or more races	35.6%	30.2%	3.0%	38.6%
4c	1	% of students who graduate and complete a CTE pathway	White	36.3%	34.5%	3.0%	39.3%
4c	1	% of students who graduate and complete a CTE pathway	English learners	12.5%	3.3%	5.0%	17.5%
4c	1	% of students who graduate and complete a CTE pathway	Long Term English learners (Newly added)	*<11 students*	n/a	3.0%	n/a
4c	1	% of students who graduate and complete a CTE pathway	Socioeconomically disadvantaged	31.1%	30.2%	5.0%	36.1%
4c	1	% of students who graduate and complete a CTE pathway	Foster Youth	*<11 students*	<11 students	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Students Experiencing Homelessness	13.8%	0.0%	5.0%	18.8%
4c	1	% of students who graduate and complete a CTE pathway	Students with Disabilities	17.6%	19.8%	5.0%	22.6%
					23/24		
8a	1	State College/Career Indicator - Percent Prepared	All Students	62.3%	57.70%	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).	71.3%
8a	1	State College/Career Indicator - Percent Prepared	African-American	28.9%	17.3%	15.0%	43.9%
8a	1	State College/Career Indicator - Percent Prepared	American Indian/Native Alaskan	*< 11 students*	< 11 students	n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Asian	63.9%	55.6%	9.0%	72.9%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
8a	1	State College/Career Indicator - Percent Prepared	Filipino	*< 11 students*	< 11 students	n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Hispanic/Latino	59.8%	51.1%	15.0%	74.8%
8a	1	State College/Career Indicator - Percent Prepared	Native Hawaiian/Pacific Islander	*< 11 students*	< 11 students	n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Two or more races	65.6%	61.7%	9.0%	74.6%
8a	1	State College/Career Indicator - Percent Prepared	White	73.3%	54.3%	9.0%	82.3%
8a	1	State College/Career Indicator - Percent Prepared	English learners	27.0%	13.6%	15.0%	42.0%
8a	1	State College/Career Indicator - Percent Prepared	Long Term English learners (Newly added)		15.6%	n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Socioeconomically disadvantaged	45.0%	31.9%	15.0%	60.0%
8a	1	State College/Career Indicator - Percent Prepared	Foster Youth	*< 11 students*	< 11 students	n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Students Experiencing Homelessness	18.2%	4.9%	15.0%	33.2%
8a	1	State College/Career Indicator - Percent Prepared	Students with Disabilities	20.7%	15.2%	15.0%	35.7%
		% of students who graduated (4 Year Cohort Grad Rate)			23/24		
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	All Students	92.5%	94.9%	All students will maintain or attain a graduation rate of at least 95% (see Appendix).	95.0%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	African-American	92.9%	92.6%	2.1%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	American Indian/Native Alaskan	*<11 students*	< 11 students	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Asian	94.3%	98.4%	0.7%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Filipino	*<11 students*	< 11 students	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Hispanic/Latino	91.4%	95.7%	3.6%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Native Hawaiian/Pacific Islander	*<11 students*	< 11 students	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Two or more races	95.4%	94.7%	maintain	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	White	91.5%	95.5%	3.5%	95.0%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	English learners	82.5%	86.4%	12.5%	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%	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Socioeconomically disadvantaged	92.8%	92.6%	2.2%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Foster Youth	*<11 students*	< 11 students	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Students Experiencing Homelessness	93.9%	87.8%	1.1%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Students with Disabilities	83.2%	87.3%	11.8%	95.0%
	1	% of students meeting CAST Science Standards	All Students	50.4%%	55.50%		
	1	% of students meeting CAST Science Standards	African-American		22%		
	1	% of students meeting CAST Science Standards	American Indian/Native Alaskan		<11 students		
	1	% of students meeting CAST Science Standards	Asian		54%		
	1	% of students meeting CAST Science Standards	Filipino		47.4%		
	1	% of students meeting CAST Science Standards	Hispanic/Latino		38%		
	1	% of students meeting CAST Science Standards	Native Hawaiian/Pacific Islander		<11 students		
	1	% of students meeting CAST Science Standards	Two or more races		64%		
	1	% of students meeting CAST Science Standards	White		73%		
	1	% of students meeting CAST Science Standards	English learners		4%		

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
	1	% of students meeting CAST Science Standards	Long Term English learners (Newly added)		4.4%		
	1	% of students meeting CAST Science Standards	Socioeconomically disadvantaged		31%		
	1	% of students meeting CAST Science Standards	Foster Youth		<11 students		
	1	% of students meeting CAST Science Standards	Students Experiencing Homelessness		14%		
	1	% of students meeting CAST Science Standards	Students with Disabilities		15%		
		% of English Learner students reclassified as Fluent English Proficient			N/A		
4f	2	% of English Learner students reclassified as Fluent English Proficient	All Students	17.0%	16.7%	All students will make at least a 3% total increase over three years (3%)	20.0%
4f	2	% of English Learner students reclassified as Fluent English Proficient	African-American	21.1%	20.0%	3.0%	24.1%
4f	2	% of English Learner students reclassified as Fluent English Proficient	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Asian	21.4%	14.4%	3.0%	24.4%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Filipino	*<11 students*	<11 students	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Hispanic/Latino	15.1%	20.6%	3.0%	18.1%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Two or more races	8.3%	27.30%	3.0%	11.3%
4f	2	% of English Learner students reclassified as Fluent English Proficient	White	18.9%	8.5%	3.0%	21.9%
4f	2	% of English Learner students reclassified as Fluent English Proficient	English learners	n/a	16.7%	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Spanish Speaking EL		20.5%	n/a	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
4f	2	% of English Learner students reclassified as Fluent English Proficient	Socioeconomically disadvantaged	17.1%	15.2%	3.0%	20.1%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Foster Youth	*<11 students*	<11 students	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Students Experiencing Homelessness	0.0%	6.1%	3.0%	3.0%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Students with Disabilities	16.7%	20.5%	3.0%	
		% of middle school students who have dropped out of school Numbers are too small to report for overall or subgroups			23–24 Academic year		
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%	Will maintain at 0%	
5d	2	% of high school students who have dropped out of school	All Students	6.70%	4.40%	All students will make at least a 3% total decrease over three years (see Appendix).	3.7%
5d	2	% of high school students who have dropped out of school	African-American	6.20%	5.9%	-3.0%	3.2%
5d	2	% of high school students who have dropped out of school	American Indian/Native Alaskan	*<11 students*	<11 students	n/a	n/a
5d	2	% of high school students who have dropped out of school	Asian	4.30%	1.6%	-3.0%	1.3%
5d	2	% of high school students who have dropped out of school	Filipino	*<11 students*	<11 students	n/a	n/a
5d	2	% of high school students who have dropped out of school	Hispanic/Latino	8.60%	4.3%	-3.0%	5.6%
5d	2	% of high school students who have dropped out of school	Native Hawaiian/Pacific Islander	*<11 students*	<11 students	n/a	n/a
5d	2	% of high school students who have dropped out of school	Two or more races	3.10%	4.5%	-3.0%	0.1%
5d	2	% of high school students who have dropped out of school	White	7.60%	3.4%	-3.0%	4.6%
5d	2	% of high school students who have dropped out of school	English learners	17.50%	13.6%	-3.0%	14.5%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
5d	2	% of high school students who have dropped out of school	Long Term English learners (Newly added)		<11 students	n/a	n/a
5d	2	% of high school students who have dropped out of school	Socioeconomically disadvantaged	6.30%	6.5%	-3.0%	3.3%
5d	2	% of high school students who have dropped out of school	Foster Youth	*<11 students*	<11 students	n/a	n/a
5d	2	% of high school students who have dropped out of school	Students Experiencing Homelessness	6.10%	12.5%	-3.0%	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%	-3.0%	11.2%
		District Attendance Rate		22/23	24/25 Semester 1		
5a	3	District Attendance Rate	All Students	94.54%	95.10%	All students will maintain or attain an attendance rate of at least 95% (see Appendix).	95.0%
5a	3	District Attendance Rate	African-American	92.3%	92.46%	2.7%	95.0%
5a	3	District Attendance Rate	American Indian/Native Alaskan	94.0%	95.48%	1.0%	95.0%
5a	3	District Attendance Rate	Asian	95.4%	96.44%	maintain	95.0%
5a	3	District Attendance Rate	Filipino	96.4%	96.68%	maintain	95.0%
5a	3	District Attendance Rate	Hispanic/Latino	93.8%	94.60%	1.2%	95.0%
5a	3	District Attendance Rate	Native Hawaiian/Pacific Islander	92.4%	92.49%	2.6%	95.0%
5a	3	District Attendance Rate	Two or more races	94.8%	95.83%	0.2%	95.0%
5a	3	District Attendance Rate	White	95.3%	95.95%	maintain	95.0%
5a	3	District Attendance Rate	English learners	93.2%	93.93%	1.8%	95.0%
5a	3	District Attendance Rate	Long Term English learners (Newly added)		93.46%	n/a	n/a
5a	3	District Attendance Rate	Socioeconomically disadvantaged	92.7%	93.35%	2.3%	95.0%
5a	3	District Attendance Rate	Foster youth	94.5%	88.07%	0.5%	95.0%
5a	3	District Attendance Rate	Students Experiencing Homelessness	89.4%	87.01%	5.6%	95.0%
5a	3	District Attendance Rate	Students with Disabilities	92.3%	92.70%	2.7%	95.0%
5b	3	% of students who are chronically absent	All Students	13.8%	10.42%	All students will make at least a 3% total decrease over three years (see Appendix).	9.0%
5b	3	% of students who are chronically absent	African-American	26.3%	23.67%	-21.3%	9%
5b	3	% of students who are chronically absent	American Indian/Native Alaskan	14.3%	11.11%	-5.3%	9%
5b	3	% of students who are chronically absent	Asian	9.9%	7.54%	-0.90%	9%
5b	3	% of students who are chronically absent	Filipino	4.1%	6.98%	maintain	9%
5b	3	% of students who are chronically absent	Hispanic/Latino	17.5%	13.09%	-8.5%	9%
5b	3	% of students who are chronically absent	Native Hawaiian/Pacific Islander	25.0%	15.00%	-16.0%	9%
5b	3	% of students who are chronically absent	Two or more races	12.9%	7.96%	-3.9%	9%
5b	3	% of students who are chronically absent	White	9.3%	6.58%	-0.3%	9%
5b	3	% of students who are chronically absent	English learners	21.3%	15.74%	-11.3%	9%
5b	3	% of students who are chronically absent	Long Term English learners (Newly added)		16.38%	n/a	
5b	3	% of students who are chronically absent	Socioeconomically disadvantaged	24.7%	18.55%	-15.7%	9%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
5b	3	% of students who are chronically absent	Foster youth	*<11 students*	34.78%	n/a	9%
5b	3	% of students who are chronically absent	Students Experiencing Homelessness	13.8%	43.15%	-4.8%	9%
5b	3	% of students who are chronically absent	Students with Disabilities	23.7%	20.71%	-14.7%	9%
		% of students suspended once or more			24/25 S1		
6a	3	% of students suspended once or more	All Students	1.8%	0.66%	All students will maintain or attain a suspension rate of less than 2% (see Appendix).	<2%
6a	3	% of students suspended once or more	African-American	6.2%	2.22%	-4.2%	<2%
6a	3	% of students suspended once or more	American Indian/Native Alaskan	3.2%	0.00%	-1.2%	<2%
6a	3	% of students suspended once or more	Asian	1.3%	0.79%	maintain	<2%
6a	3	% of students suspended once or more	Filipino	1.9%	0.00%	maintain	<2%
6a	3	% of students suspended once or more	Hispanic/Latino	2.0%	0.49%	maintain	<2%
6a	3	% of students suspended once or more	Native Hawaiian/Pacific Islander		5.00%	n/a	n/a
6a	3	% of students suspended once or more	Two or more races	1.2%	0.47%	maintain	<2%
6a	3	% of students suspended once or more	White	0.6%	0.38%	maintain	<2%
6a	3	% of students suspended once or more	English learners	1.8%	0.72%	maintain	<2%
6a	3	% of students suspended once or more	Long Term English learners (Newly added)		3.45%	n/a	n/a
6a	3	% of students suspended once or more	Socioeconomically disadvantaged	3.8%	1.53%	-1.8%	<2%
6a	3	% of students suspended once or more	Foster Youth	19.2%	13.04%	-17.2%	2.0%
6a	3	% of students suspended once or more	Students Experiencing Homelessness	8.7%	4.06%	-6.7%	2.0%
6a	3	% of students suspended once or more	Students with Disabilities	5.8%	2.88%	-3.8%	<2%
		% of students expelled			23–24 Academic year		
6b	3	% of students expelled	All Students	0.0%	0.0%	All students will maintain a expulsion rate of less than 1% (see Appendix).	<1%
6b	3	% of students expelled	African-American	0	0.1%	maintain	<1%
6b	3	% of students expelled	American Indian/Native Alaskan	3.2%	0.0%	-2.2%	<1%
6b	3	% of students expelled	Asian	0	0.0%	maintain	<1%
6b	3	% of students expelled	Filipino	0	0.0%	maintain	<1%
6b	3	% of students expelled	Hispanic/Latino	0.05%	0.0%	maintain	<1%
6b	3	% of students expelled	Native Hawaiian/Pacific Islander	0	0.0%	maintain	<1%
6b	3	% of students expelled	Two or more races	0	0.0%	maintain	<1%
6b	3	% of students expelled	White	0.03%	0.0%	maintain	<1%
6b	3	% of students expelled	English learners	0	n/a	maintain	<1%
6b	3	% of students expelled	Long Term English learners (Newly added)	0	n/a	maintain	<1%
6b	3	% of students expelled	Socioeconomically disadvantaged	0	n/a	maintain	<1%
6b	3	% of students expelled	Foster Youth	0	n/a	maintain	<1%
6b	3	% of students expelled	Students Experiencing Homelessness	0	n/a	maintain	<1%
6b	3	% of students expelled	Students with Disabilities	0		maintain	<1%

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
		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%		
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%	Maintain at or above 80% for elementary and across all available subgroups	81% or higher
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%	maintain	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		
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%	maintain	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		
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%	maintain	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		
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%	maintain	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%	maintain	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		
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		
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		
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		
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		
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		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	**7th grade**	*64%*	67%	Increase or maintain to at or above 70% for all students in 7th grade and across all available subgroups	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American	52%	54%	18.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian	63%	80%	7.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino	n/a	n/a		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino	63%	64%	7.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander	n/a	< 10 students		

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races	64%	66%	6.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White	72%	71%	maintain	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners	62%	64%	8%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)	72%	< 10 students	maintain	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged	n/a	not collected		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth	n/a	not collected		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness	n/a	not collected		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities	49%	61%	21.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	**9th grade**	63%	68%	Increase or maintain to at or above 70% for all students in 9th grade and across all available subgroups	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American	56%	60%	14.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian	65%	63%	5.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino	61%	65%	9.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races	63%	71%	7.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White	66%	71%	4.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners	60%	78%	10.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)	62%	< 10 students	8.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged	n/a	not collected		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth	n/a	not collected		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness	n/a	not collected		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities	51%	65%	19.0%	70% or higher

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	**11th grade**	60%	61%	Increase or maintain to at or above 70% for all students in 11th grade and across all available subgroups	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American	52%	52%	18.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian	56%	71%	14.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino	55%	50%	15.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander	n/a	< 10 students		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races	66%	62%	4.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White	66%	68%	4.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners	70%	52%	maintain	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		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged	n/a	n/a		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth	n/a	n/a		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness	n/a	n/a		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities	55%	54%	15.0%	70% or higher
6c	3	% of students reporting caring relationships with adults at school (annual CHKS survey)	All students	69.0%	72.1%		
6C	3	% of students reporting caring relationships with adults at school	**5th grade**	76%	84%	Maintain at or above 80% for elementary and across all available subgroups	80% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	83%	79%	maintain	80% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Asian	75%	79%	5.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	75%	83%	5.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Two or more races	75%	89%	5.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	White	76%	85%	4.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	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		

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	**7th grade**	*65%*	71%	Increase or maintain to at or above 70% for all students in 7th grade and across all available subgroups	70% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	62%	67%	8.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Asian	70%	73%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	62%	72%	8.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Two or more races	63%	69%	7.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White	69%	71%	1.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	70%	70%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	72%	< 10 students	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	66%	80%	4.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	**9th grade**	67%	70%	Increase or maintain to at or above 70% for all students in 9th grade and across all available subgroups	70% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	73%	68%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Asian	63%	69%	7.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	65%	65%	5.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Two or more races	66%	73%	4.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White	67%	71%	3.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	69%	< 10 students	1.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	80%	< 10 students	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	< 10 students		

Priority	Goal	Metric	Student Group	2024-2025 Baseline	2024-25 EOY (as of 05/06/25)	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	70%	74%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	**11th grade**	70%	67%	Increase or maintain to at or above 70% for all students in 11th grade and across all available subgroups	70% or higher
6C	3	% of students reporting caring relationships with adults at school	African-American	72%	76%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Asian	71%	63%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino	69%	64%	1.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Two or more races	71%	67%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White	71%	71%	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners	65%	57%	5.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged	n/a	n/a		
6C	3	% of students reporting caring relationships with adults at school	Foster youth	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness	n/a	< 10 students		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities	72%	66%	maintain	70% or higher
3	4	# of parents competing the annual LCAP/Strategic Plan survey		455	382		at or above 800
3	4	% of schools with appropriately constituted SSCs		100%	100%		maintain
6C	4	% Parents/Families with Multilingual Language Learners who feel school is welcoming environment	English learners	75%	73%		increase to 80%
3	4	% of schools with appropriately constituted ELACs	English learners	100%	100%		maintain
6C	4	% Parents/Families with students with disabilities who feel school is welcoming environment	Students with Disabilities	67%	65%		increase to 75%
5.1	5	Graduation Rate as measured by the CA School Dashboard	BTA Students	97%	94%		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%		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%		5%