



LCFF Budget Overview for Parents

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

CDS Code: 01-61143-0000000

School Year: 2024-25

LEA contact information:

Jill Hoogendyk

Associate Superintendent, Educational Services

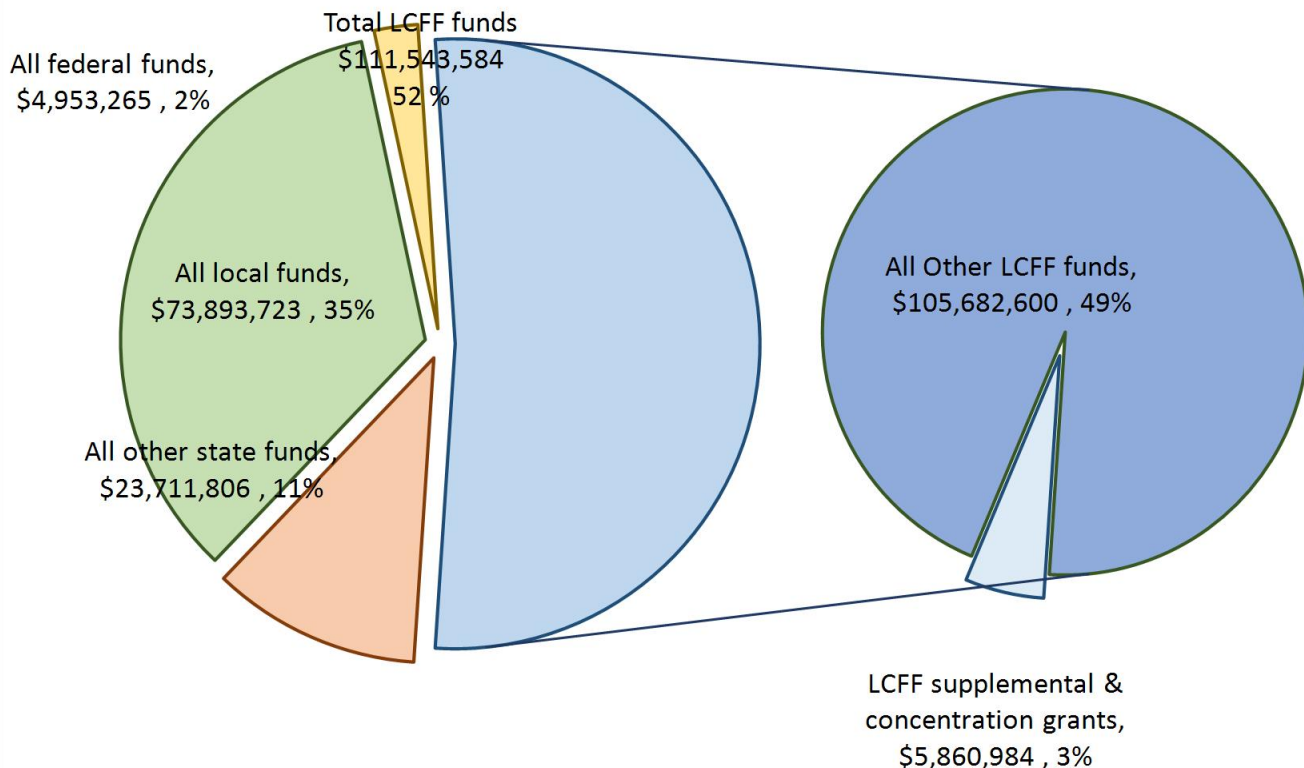
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

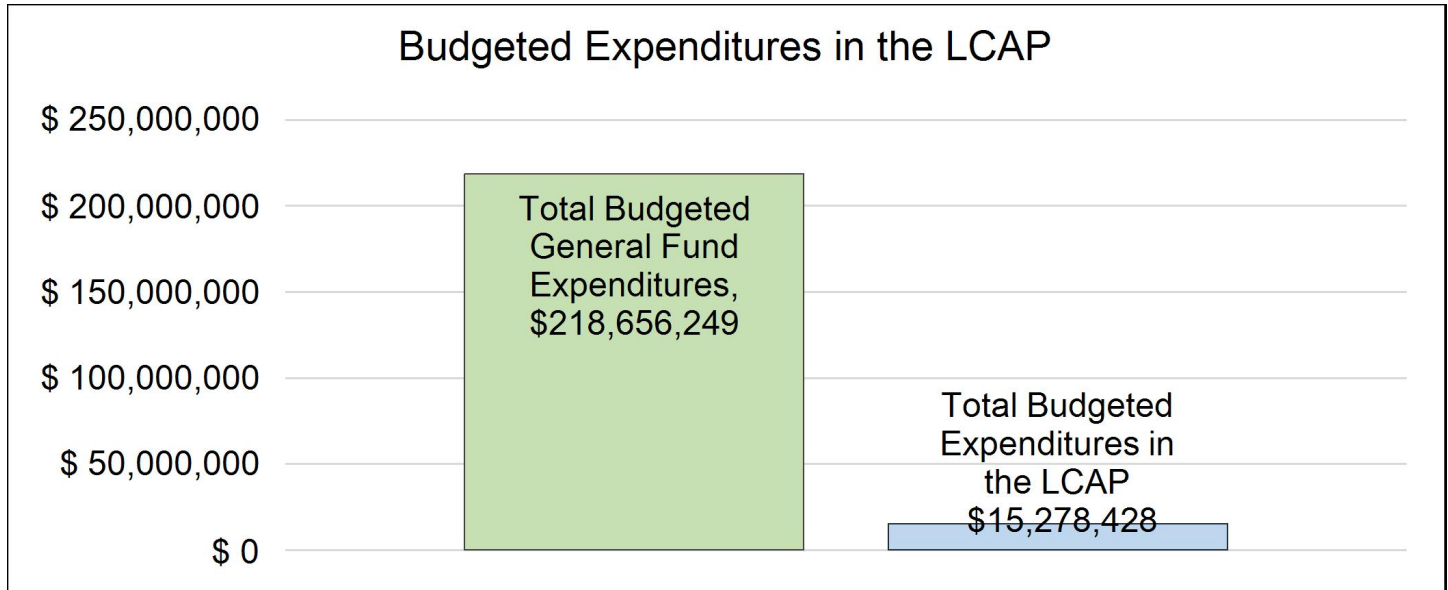


This chart shows the total general purpose revenue Berkeley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Berkeley Unified School District is \$214,102,378, of which \$111,543,584 is Local Control Funding Formula (LCFF), \$23,711,806 is other state funds, \$73,893,723 is local funds, and \$4,953,265 is federal funds. Of the \$111,543,584 in LCFF Funds, \$5,860,984 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Berkeley Unified School District plans to spend \$218,656,249 for the 2024-25 school year. Of that amount, \$15,278,428 is tied to actions/services in the LCAP and \$203,377,821 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

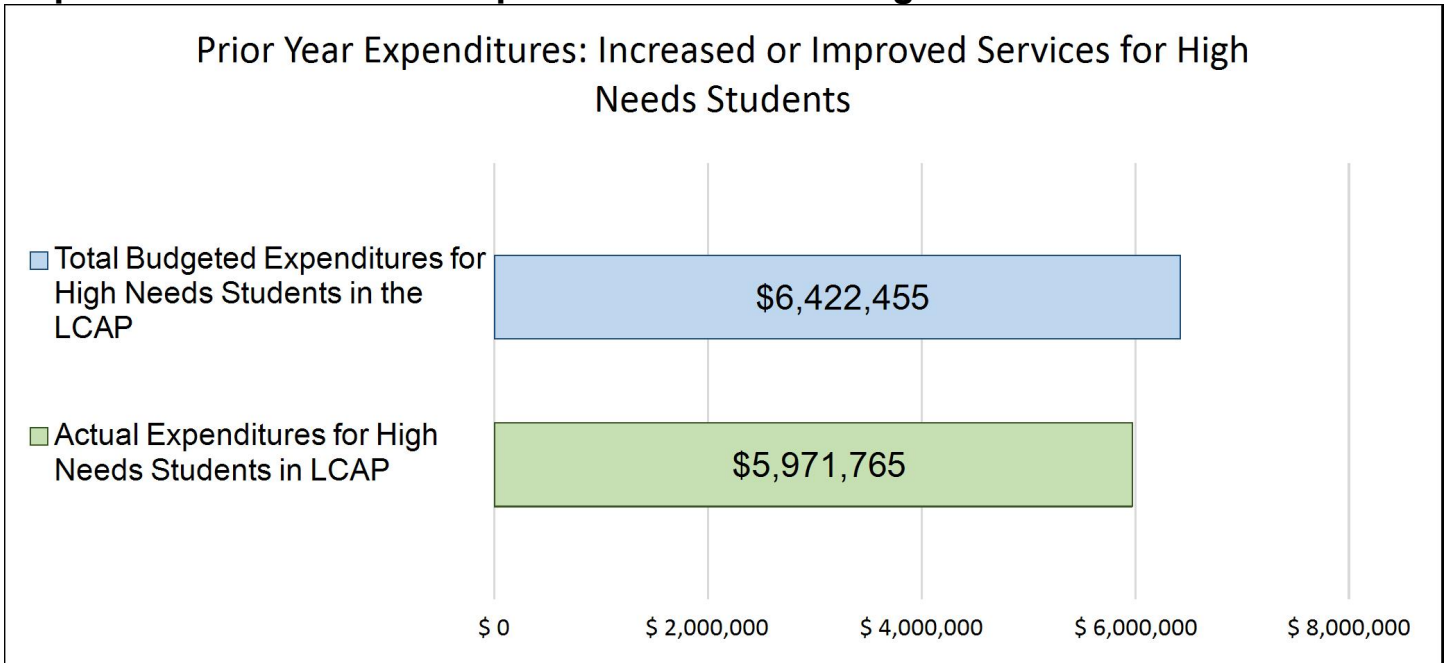
Salaries and benefits for certificated, classified support staff, and administration as well as textbooks, instructional supplies, utilities, insurance, technology, maintenance, operations and transportation (the entire district budget may be found on our district website)

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

In 2024-25, Berkeley Unified School District is projecting it will receive \$5,860,984 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 \$6,563,488 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 2023-24



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 2023-24, Berkeley Unified School District's LCAP budgeted \$6,422,455 for planned actions to increase or improve services for high needs students. Berkeley Unified School District actually spent \$5,971,765 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-450,690 had the following impact on Berkeley Unified School District's ability to increase or improve services for high needs students:

The expenditures for the following LCAP actions came in lower than the projected budget allocated:

Goal 1 Action 1 - AVID: Expenses came in lower than expected because tutoring support was provided by a board-approved organization at no cost.

Goal 1 Action 5 - CTE Supports: FTE Expenses came in lower than projected.

Goal 1 Action 22 - DIBELS Literacy Screener: The DIBELS Literacy Screener was funded through an alternate allowable resource.

Goal 2 Action 11 - Special Day Class: FTE and expenses came in lower than projected.

Goal 2 Action 12: PK Literacy Support: PK Literacy support was funded through an alternate allowable resource.

Goal 3 Action 7: Restorative Justice Coordinators: FTE expenses came in lower than projected.

Goal 3 Action 8: Restorative Justice Counselor: FTE expenses came in lower than projected.

Goal 3 Action 9: LEAP Class: FTE expenses came in lower than projected.

Goal 4 Action 3: The original indirect cost reserve came in lower than projected.

Goal 5 Action 1: Counselor and Supports: FTE expenses came in lower than projected.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Berkeley Unified School District	Jill Hoogendyk Associate Superintendent, Educational Services	jillhoogendyk@berkeley.net (510) 644-6257

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of 3rd, 5th, 6th, 8th, and 11th Graders who meet/exceed ELA Standards on CAASPP	<p>ELA Math All Students 67% 62%</p> <p>3 65% 68% 5 66% 55% 8 67% 63% 11 75% 52%</p> <p>Asian 59% 57% 3 56% 67% 5 60% 53% 8 56% 56% 11 64% 53%</p> <p>Black or African American 29% 22% 3 28% 38% 5 29% 13% 8 25% 18% 11 40% 22%</p> <p>Students with disability 24% 23% 3 38% 34% 5 20% 14%</p>	<p>Data not available for CAASPP testing</p> <p>Following are results for district's local STAR Reading and Math assessments in Winter of 2021-2022:</p> <p>3rd Grade 86% 82%</p> <p>4th Grade 81% 73%</p> <p>4th Grade 75% 76%</p> <p>6th Grade 71% 62%</p> <p>7th Grade 72% 70%</p> <p>8th Grade 66% 64%</p> <p>Asian 71% 78% African American 39% 35%</p>	<p>ELA Math All Students 67% 58%</p> <p>3 65% 66% 4 69% 64% 5 69% 57% 6 61% 52% 7 71% 60% 8 66% 59% 11 66% 44%</p> <p>Asian 69% 65% 3 69% 72% 4 78% 78% 5 68% 63% 6 66% 59% 7 75% 69% 8 58% 51% 11 68% 55%</p> <p>Black or African American 30% 19% 3 33% 28%</p>	<p>"ELA Math All Students: 67% 61% 3rd: 70% 72% 5th: 69% 61% 8th: 70% 61% 11th: 57% 48% Asian: 70% 68% Black/AA: 26% 20% His/Latx: 53% 46% Two or more: 77% 71% White: 83% 77% Students with disability: 28% 22% Economically disadvantaged: 28% 22% English Learner: 16% 18% Students experiencing homelessness: 16% 18%"</p>	<p>Increase the percent of students meeting/exceeding standards in 2024 for the following student groups in ELA and Math on the CAASPP:</p> <p>Black or African American 50% 40%</p> <p>Latinx 70% 60%</p> <p>Students with Disabilities 35% 30%</p> <p>Economically disadvantaged students 50% 40%</p> <p>English Learners</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8 17% 15% 11 30% 19% Economically disadvantaged 42% 31% 3 37% 41% 5 34% 23% 8 43% 39% 11 54% 23% English learner 16% 12% 3 15% 19% 5 21% 16% 8 10% 12% 11 19% 3% Ethnicity - Two or more races 78% 68% 3 74% 77% 5 78% 66% 8 78% 68% 11 82% 60% Latinx 57% 44% 3 52% 54% 5 52% 38% 8 57% 51% 11 66% 31% Students experiencing homelessness 27% 22% 3 27% 27%	Students with Disabilities 38% 33% Economically Disadvantaged 49% 46% English Learners 20% 26% Two or More Races 80% 78% Latinx 61% 56% Students Experiencing Homelessness 37% 18% White 89% 83%	4 31% 22% 5 25% 17% 6 24% 16% 7 35% 29% 8 30% 14% 11 33% 7% Hispanic or Latino 53% 43% 3 51% 57% 4 55% 45% 5 57% 40% 6 45% 36% 7 57% 42% 8 52% 46% 11 56% 31% White 83% 74% 3 82% 79% 4 84% 81% 5 84% 73% 6 80% 71% 7 86% 75% 8 88% 80% 11 78% 59% Two or more races 74% 65% 3 69% 74% 4 80% 71% 5 73% 61% 6 72% 63% 7 82% 68% 8 72% 72% 11 71% 49%		25% 20% Students experiencing homelessness 35% 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5 26% 22% 8 27% 15% 11 NA NA White 86% 81% 3 83% 83% 5 87% 79% 8 84% 83% 11 92% 79%		Female 71% 56% 3 69% 65% 4 74% 62% 5 72% 53% 6 66% 52% 7 73% 56% 8 70% 57% 11 73% 46% Male 63% 59% 3 60% 67% 4 65% 65% 5 66% 61% 6 57% 53% 7 70% 64% 8 62% 60% 11 59% 42% Students with Disabilities 25% 23% 3 43% 36% 4 34% 30% 5 30% 26% 6 10% 17% 7 29% 22% 8 14% 22% 11 24% 5% Economically disadvantaged 40% 31% 3 37% 39%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			4 44% 35% 5 35% 28% 6 34% 26% 7 45% 31% 8 37% 31% 11 49% 25%		
			EL (English learner) 16% 15% 3 20% 31% 4 31% 24% 5 16% 11% 6 14% 7% 7 17% 15% 8 3% 8% 11 10% 4%		
			RFEP (Reclassified fluent English proficient) 61% 52% 3 68% 76% 4 74% 77% 5 70% 55% 6 50% 42% 7 65% 53% 8 56% 56% 11 54% 34%		
			Homeless 21% 11% 3 18% 18% 4 25% 17% 5 NA NA 6 10% 10% 7 27% 18%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			8 25% 0% 11 NA NA		
Percent of high school students with 1 or more D or F (local data)	First Semester 2020-2021 BHS 22.1% Asian 18.0% Black or African American 47.1% Latinx 33.1% Multi-Ethnic 21.9% Other 18.9% White 10.4% Economically disadvantaged students 42.9% Students with Disabilities 48.6% English Learners 51.6% McKinney Vento 60.9%	First Semester 2021-2022 All Students: 20.6% Asian: 13.6% Black/African American: 50.0% Latinx: 30.7% Other: 22.0% Two or More Races: 18.9% White: 8.6% English Learners: 30.1% Students with Disabilities: 51.3% Economically Disadvantaged Students: 41.2% Students experiencing homelessness: 65.5%	All students 21% American Indian Alaska Native: 25% Asian: 16% Black/AA 49% Filipino: 19% Latinx: 34% Two or More Races: 16% White: 9% Students Experiencing Homelessness: 25% Students with Disabilities: 54% Socioeconomically Disadvantaged: 43% English Learners: 50%	First Sem 23/24 gr 9-12: BUSD 20% Asian 18% Black/African Am 50% Hispanic 31% Multiple 17% Other 11% White 7% Special Ed 49% SED 40% EL students 46% Homeless 52%	Reduce the percent of students with 1 or more D or F to 10% overall and reduce the percent for the following groups: Black or African American 25% Latinx 15% Students with Disabilities 25% Economically disadvantaged students 25% English Learners 25% Students experiencing homelessness 25%
Percent of students enrolled in an AP	AP: 58% IBHL: 19%	AP: 58% IBHL: 19%	2022/2023 Semester 1 results	IB Courses 1st Sem 23/24	AP: 60% IBHL: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
course, IB course, CTE course, or Dual Enrollment (local data)	IBSL: 9% CTE: 41% Dual: 4%	IBSL: 9% CTE: 41% Dual: 4%	49% AP Courses 48% Asian 38% African American 45% Hispanic 52% Two or More Races 54% White 26% Students w/Dis 37% SocioEcon Dis 11% Homeless 25% English Learners 12% IB Courses 12% Asian 10% African American 10% Hispanic 14% Two or More Races 13% White 7% Students w/Dis 10% SocioEcon Dis 9% Homeless 3% English Learners 9% IB HL Courses 10% Asian 5% African American 7% Hispanic	Asian 13% Black/AA 6% Latinx 9% MulitEthnic 13% Other 22% White 15% BUSD 12% Special Ed 7% SED 7% EL students 4% Homeless 5% IB SL Courses 1st Sem 23/24 Asian 8% Black/AA 4% Latinx 6% MulitEthnic 8% Other 14% White 9% BUSD 8% Special Ed 4% SED 4% EL students 2% Homeless 0% IB HL Courses 1st Sem 23/24 Asian 12% Black/AA 3% Latinx 7% MulitEthnic 13% Other 11% White 13% BUSD 10% Special Ed 4% SED 5% EL students 2%	IBSL: 10% CTE: 40% Dual: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			12% Two or More Races 11% White 4% Students w/Dis 6% SocioEcon Dis 7% Homeless 2% English Learners 8% IB SL Courses 9% Asian 6% African American 6% Hispanic 8% Two or More Races 9% White 3% Students w/Dis 5% SocioEcon Dis 2% Homeless 2% English Learners 5% Dual Enrollment 7% Asian 7% African American 6% Hispanic 4% Two or More Races 3% White 6% Students w/Dis 8% SocioEcon Dis 11% Homeless	Homeless 5% AP Courses 1st Sem 23/24 Asian 44% Black/AA 32% Latinx 45% MulitEthnic 46% Other 51% White 54% BUSD 47% Special Ed 21% SED 35% EL students 17% Homeless 17% CTE Courses 1st Sem 23/24 Asian 48% Black/AA 44% Latinx 52% MulitEthnic 56% Other 46% White 58% BUSD 54% Special Ed 37% SED 44% EL students 29% Homeless 29% Dual Enrollment BCC (not Laney) 1st Sem 23/24 Asian 6% Black/AA 3% Latinx 5% MulitEthnic 2% Other 5% White 3%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2% English Learners 45% CTE 43% Asian 36% African American 43% Hispanic 46% Two or More Races 48% White 31% Students w/Dis 38% SocioEcon Dis 13% Homeless 15% English Learners	BUSD 4% Special Ed 3% SED 4% EL students 0% Homeless 2%	
Percent of 10-12th graders who took an AP exam and the passage rate (local data)	38% of students took an AP exam and 71% of tests were passed (note, the state does not disaggregate results by student group)	23% of students took an AP exam and 71% of exams were scored 3+ 771 students took 1+ exams 1,302 total exams taken 71% of exams were scored 3+ 3.3 average score on all exams	May 2022 AP test taking and pass rate; 1566 total exams were taken by 879 students. of 2417 students in grades 10-12 for a rate of 36%. Also 77% of exams were scored 3+.	May 2023 AP Test: 1720 total exams were taken by 40% of 10-12th graders (965 students). 84% of exams were scored 3+.	45% of students taking an AP exam and increase tests passed to 75% or higher
CTE Pathway Completion Rate (local data)	2019-20 All Students 55% Asian 56%	55%	21-22 (June 22 graduates) Asian 45%	22/23 BUSD 12th graders: Asian 42% Black/AA 29% Latinx 47% MulitEthnic 42%	60% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black/African American 33% Filipino * Latinx/Hispanic 50% Multiple Races/Two or More 61% Pacific Islander * White 67% Foster Youth * English Learner 21% Socioeconomically Disadvantaged 41% Homeless Youth 26% Students with Disabilities 23%		Black/African Am 36% Hispanic 50% Multiple 44% White 54% All students 49% Homeless 1.5% (n=6) Students with disabilities 20% SED 22% English Learners 1.3% (n=5) (Foster: None)	Other 33% (n=9) White 47% BUSD 43% Special Ed 19% SED 35% EL students 15% Homeless 13%	
A-G Completion Rate (CDE Dataquest)	All Students: 66% Asian: 68% Black/African American: 38% English Learners: 29% Foster Students: NA Students experiencing homelessness: 28% Latinx: 56% Low Income: 45% Students with Disabilities: 23% Two or More Races: 72% White: 83%	2021 Results from CDE Dataquest: All Students: 60% Asian: 74% Black/African American: 24% English Learners: 19% Foster Students: NA Students experiencing homelessness: 16% Latinx: 50% Socioeconomically Disadvantaged: 39% Students with Disabilities: 19% Two or More Races: 57% White: 74%"	All students : 79% Asian: 83% Black/AA: 54% His/Latx: 71% Two or More Races: 78% White:91% Homeless: 33% Disabilities: 43% Socioeconomically Disadvantaged: 60% English Learners: 51	2022-2023 Results from CDE (4 year cohort) All students : 86% Asian: 88% Black/AA: 65% His/Latx: 85% Two or More Races: 86% White:93% Homeless: 48% Disabilities: 56% Socioeconomically Disadvantaged: 76% English Learners: 79%	Increase A-G rate to 70% overall with the following rates for student groups: Black/African American: 60% English Learners: 50% Foster Students: NA Students experiencing homelessness: 40% Latinx: 65% Low Income: 60% Students with Disabilities: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students prepared for College/Career as measured by the California School Dashboard	2019 Results from CA School Dashboard: All Students: 63.3% Asian: 70.3% Black/African American: 33.1% English Learners: 20.4% Foster Students: NA Students experiencing homelessness: 26.1% Latinx: 57.7% Low Income: 52.2% Students with Disabilities: 17.7% Two or More Races: 68.6% White: 75.2%	Data not available, CDE did not publish a 2021 Dashboard	Not reported this year	2023 Results from CA School Dashboard: All Students: 62.3% (# of students 857) Asian: 63.9% African-American: 28.9% English Learners: 27% Homeless: 18.2% Students w/ Disabilities: 20.7% Socioeconomically Disadvantaged: 45% Hispanic: 59.8% Two or more Races: 65.6% White: 73.3% Foster Youth: N/A (less than 10 students, not displayed) Filipino: N/A (less than 10 students, not displayed) American Indian: (less than 10 students, not displayed)	Increase CCI rate to 70% overall with the following rates for student groups: Black/African American: 50% English Learners: 30% Foster Students: NA Students experiencing homelessness: 35% Latinx: 65% Low Income: 60% Students with Disabilities: 30%
4 Year Cohort Graduation Rate (Results from CDE Dataquest)	2020 All Students: 88% Asian: 91% Black/African American: 90%	2021 Results from CDE Dataquest: All Students: 89% Asian: 94%	2022 Results from CDE Dataquest: All Students: 88% Asian: 86%	4 year cohort Graduation Adjusted Rate 2023 Results from CDE Dataquest: all students: 92.5%	Increase graduation rate to 92% overall with the following rates for student groups:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>English Learners: 77%</p> <p>Foster Students: NA</p> <p>Students experiencing homelessness: 83%</p> <p>Latinx: 88%</p> <p>Low Income: 85%</p> <p>Students with Disabilities: 76%</p> <p>Two or More Races: 90%</p> <p>White: 85%</p>	<p>Black/African American: 87%</p> <p>English Learners: 69%</p> <p>Foster Students: NA</p> <p>Students experiencing homelessness: 91%</p> <p>Latinx: 90%</p> <p>Socioeconomically Disadvantaged: 88%</p> <p>Students with Disabilities: 76%</p> <p>Two or More Races: 78%</p> <p>White: 89%</p>	<p>Black/African American: 85%</p> <p>English Learners: 73%</p> <p>Foster Students: NA</p> <p>Students experiencing homelessness: 79%</p> <p>Latinx: 87%</p> <p>Socioeconomically Disadvantaged: 86%</p> <p>Students with Disabilities: 74%</p> <p>Two or More Races: 95%</p> <p>White: 87%</p>	<p>socioeconomically disadvantaged: 92.8%</p> <p>homeless: 93.9%</p> <p>Foster: N/A</p> <p>English learners: 82.5%</p> <p>Students w/ Disabilities: 83.2% (can't find ethnicity in CDE dataquest, found in Eddata, but only has 2022 data)</p> <p>Graduation Rate (not sure if thats the same as 4 year cohort graduation rate) located from California School Dashboard:</p> <p>African American: 92.2%</p> <p>Asian: 94.5%</p> <p>English Learners: 82.5%</p> <p>Hispanic: 91.4%</p> <p>Homeless: 93.9%</p> <p>Students w/ Disabilities: 83.1%</p> <p>White: 91.6%</p> <p>Two or more races: 95.4%</p> <p>Socioeconomically Disadvantaged: 92.5%</p>	<p>Black/African American: 93%</p> <p>English Learners: 85%</p> <p>Foster Students: NA</p> <p>Students experiencing homelessness: 90%</p> <p>Latinx: 92%</p> <p>Low Income: 90%</p> <p>Students with Disabilities: 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress (California School Dashboard)	52.3% on 2019 CA School Dashboard	Data not available, CDE did not publish a 2021 Dashboard	58.1% - CA School Dashboard	52.1%. making progress toward English language Proficiency -California Dashboard	60%
Percent of English Learners who are classified as Long Term English Learners (Local data)	2019-2020: 6 36.2% 7 27.5% 8 32.1% 9 46.3% 10 44.4% 11 40.5% 12 50.0%	2020-2021 6 41.3% 7 41.1% 8 36.4% 9 27.7% 10 29.8% 11 15.2% 12 16.9%	2021-2022 6 30.7% 7 40.2% 8 34.3% 9 22.5% 10 20.2% 11 23.7% 12 17%	22/23 6th 17.6% 7th 18.3% 8th 17.7% 9th 11.9% 10th 10.7% 11th 20.9% 12th 26.2%	Reduce the percent of LTELs to: 6 30% 7 20% 8 25% 9 30% 10 30% 11 30% 12 30%
Percent of English Learners who Redesignate to Fluent English Proficient (CDE Dataquest)	7.0% for 2020-2021 School Year	6.5%	6.1%	15.2%	10%
Internal assessment participation rate (Local Data)	Early Literacy K: 79% 1: 72% Star Reading / Star Math 2: 70%. 70% 3: 90%. 87% 4: 90% 88% 5: 92% 91% 6: 94% 93% 7: 92% 93%	Fall 2021-2022 DIBELs overall 92% K 86% 1 96% 2 94% STAR Reading/Math 3: 94% 93% 4: 95% 91% 5: 96% 96% 6: 94% 97% 7: 95% 95% 8: 94% 95%	STAR ELA and Math Fall 22/23 Grade 3 91% 91% Grade 4 94% 91% Grade 5 92% 92% Grade 6 89% 89% Grade 7 93% 92%	STAR ELA and Math Fall 23/24 Grade 3 94% 90% Grade 4 96% 88% Grade 5 95% 94% Grade 6 94% 94% Grade 7 95% 92% Overall 95% 92% DIBELS/Lectura Fall 23/24 Grade K 96% Grade 1 97%	95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8: 89% 90% 9: TBD 10: TBD 11: TBD		Grade 8 93% 93% Overall 92%. 91% DIBELS Fall 22/23 K 91% 1 99% 2 99% Overall: 96%	Grade 2 97% Overall 97% NWEA ELA & Math Fall 23/24 Grade 8 93% 92% Grade 9 95% 94% Overall 94% 93%	
Broad course of study provided (local measure of courses offered throughout district)	100%	100%	100%	100%	100%
Sufficient standards aligned curriculum provided to all students (local measure of curriculum)	100%	100%	100%	100%	100%
Academic Content Standards are Implemented (local measure of curriculum and instruction)	100%	100%	100%	100%	100%
Programs and Services in place that will enable EL students to access CCSS and ELD standards (local measure)	100%	100%	100%	100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the students they are teaching (Local HR data)	98.8% in 2020-2021	98.8% in 2020-2021	95%	93.60%	100%
Percent of graduates who complete A-G and CTE requirements (Local data)	180 of 809 = 22% for class of 2021	180 of 809 = 22% for class of 2021	282 of 905 students = 31.2%	41.4% (329 of 794)	25%
Programs and services developed and provided to low-income, English Learner, and Foster Youth students (Local measure of programs and services)	Yes	Yes	Yes	Yes	Yes
Programs and services developed and provided to Students with Disabilities (Local measure of programs and services)	Yes	Yes	Yes	Yes	Yes
Percent of Graduates attending college (CDE Dataquest)	69% in 2018	69% in 2018	All Students: 70% in 2020 (the most recently available rates on Dataquest)	2020-2021 Data from CDE: All Students: 76% AfAm: 66%	70% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Asian: 90% Black/African American: 67% English Learners: 60% Foster Students: NA Students experiencing homelessness: 57% Latinx: 69% Socioeconomically Disadvantaged: 66% Students with Disabilities: 45% Two or More Races: 58% White: 73%	Asian: 90% Latinx: 69% White: 79% Two or More Races: 77% Socioeconomically Disadvantaged Students: 56% English Learners: 65% Students with Disabilities: 63%	

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions in 2023-2024.

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

Action 1.1 A portion of AVID tutoring support services provided to students utilized an MOU with College Corps at no cost. As a result, the funding for this was not fully utilized.

Action 1.2 The FTE costs for the Bridge Program were lower than originally projected.

Action 1.5 The FTE costs for CTE supports were lower than originally projected.

Action 1.10 The FTE costs for the ELD supports at each school site were lower than originally projected.

Action 1.11 The FTE costs for the ELD Teacher on Special Assignment were higher than originally projected.

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

Goal 1 actions were somewhat effective in making progress toward reaching our goal. Most measures showed limited improvement or decreases in comparison to 2021 data, however this is not uncommon following the pandemic. In some areas, such as graduation rate and A-G rate, there were notable improvements and there was also a decrease in the percent of students who are long-term English Learners.

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

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. This work led to some revisions in focus for the focus on student achievement in goal 1 moving forward into the 2024-2027 LCAP. The new goal has a focus on responsive instructional practices and the use of data to eliminate achievement gaps. The new goal now reads: 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.

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

Goals and Actions

Goal

Goal #	Description
2	Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who do not meet ELA/Math standards (score at level 1) in grades 3,5,8, and 11 (CAASPP)	<p>ELA Math</p> <p>All Students 17% 22%</p> <p>3 16% 16%</p> <p>5 20% 22%</p> <p>8 17% 18%</p> <p>11 13% 31%</p> <p>Asian 23% 24%</p> <p>Black or African American 46% 50%</p> <p>Latinx 23% 31%</p> <p>White 5% 7%</p> <p>Two or more races 9% 16%</p>	Data not available, CAASPP not given across the district	<p>ELA Math</p> <p>All Students 15% 21%</p> <p>3 16%</p> <p>5 14%</p> <p>8 14%</p> <p>11 20%</p> <p>29%</p> <p>Asian 14% 19%</p> <p>Black or African American 35% 49%</p> <p>Latinx 21% 29%</p> <p>White 7% 10%</p>	<p>ELA Math</p> <p>All Students 17% 20% 3 14% 15% 5 16% 19% 8 13% 20% 11 28% 35%</p> <p>Asian 13% 16%</p> <p>Black or African American 48% 55%</p> <p>Latinx 26% 29%</p> <p>White 7% 9%</p> <p>Two or More 10% 12%</p> <p>Students with Disabilities 50% 56%</p> <p>Economically disadvantaged 37% 42%</p> <p>Students experiencing homelessness 51% 61%</p> <p>English learner 59% 56%</p>	<p>Reduce the percent of students not meeting standards in 2024 for the following student groups in ELA and Math on the CAASPP:</p> <p>Black or African American 25% 25%</p> <p>Latinx 20% 15%</p> <p>Students with Disabilities 35% 30%</p> <p>Economically disadvantaged students 50% 40%</p> <p>English Learners 25% 20%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities 52% 63%</p> <p>Economically disadvantaged 36% 43%</p> <p>English learner 56% 63%</p> <p>Students experiencing homelessness 50% 56%</p>		<p>Two or More Races 11% 15%</p> <p>Students with Disabilities 39% 43%</p> <p>Economically disadvantaged 26% 34%</p> <p>English Learners 53% 51%</p> <p>Students experiencing homelessness 44% 53%</p>		<p>Students experiencing homelessness 35% 30%</p>
Number of Students Participating in Intervention Programs (Local data)	<p>Math Intervention/Support Class: 1st Quarter 20/21 Middle School: 212 Rtl: 1st Quarter 20/21 Elementary: 199 Middle School: 26</p>	<p>Middle School Math Intervention/Support Class S1 of 21/22: 288 RTI: 1st Trimester 287 *this is missing counts from four schools.</p>	<p>2022-2023 Q1 Middle School Math intervention/support classes: 289 students RTI: Q1 (as of 12/13/2022): Elementary School 588 students</p>	<p>End of Year 22-23 ES: Total unique count 854 (Literacy: 678, Math 216, Other including SEL: 299) MS: Total 391 (Reading: 122, Math: 269)</p> <p>Mid year 23-24: Elementary RTI and Lit Coaches that are seeing students for Intervention= 953 as of 1/12/24</p>	<p>The number of students participating in intervention programs will increase by 3% annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Middle School Reading Intervention enrolled in Q1/Q2 152 students Middle School Math Intervention enrolled in Q1/Q2 205 students	
Percent of Middle School Students completing a Math Support Classes who meet/exceed Math standards (Local data)	2018-19 All Students 27% Asian 9% Black or African American 20% Hispanic 23% Two or More Races 42% White 45% Students with Disabilities 6% EL 0% Homeless Youth 20%	Data not available, CAASPP not given across the district	2021-2022 Student course data matched to 2022 CAASPP data 2021-2022 All students: 31% Asian 50% Black or African American 23% Hispanic 14% Two or More Races 89% White 45% Students with Disabilities 7% EL 0% Homeless Youth 0%	2022-2023 Student course data matched to 2023 CAASPP data % of Standard met/exceeded out of those who completed Math support class All students 21.0% Asian 16.7% Black/AA 16.7% His/Latx 22.3% MultiEthnic 19.0% White 28.6% SpEd 6.7% SED 21.5% EL 14.3% McKinney Vento 10.0%	50% for all student groups
Percent of summer school students enrolled during the summer before their senior year who earned additional high school credits (Local data)	2019-2020 Enrolled in Summer / % passing Total 836 98% Asian 85 100%	37 of 72 students or 51.4%	11th BHS students who have summer passing grades Asian 75% BlackAfricanAme 100%	11th grade summer school students who have summer passing grades (22-23 summer) Asian 100% BlackAfricanAme 100%	100% for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Black/Afr Am 100 100% Latinx 205 91% Multi Ethnic 97 100% Other 12 100% White 337 100% English Learners 35 100% Students w/IEPs. 99 100% Socio Ec Disadv. 233 94% McKinney Vento. 29 100%		Filipino 100% Hispanic 100% Two or MoreRaces 92% White 95% 108 of 112 students or 96% pass rate (*includes Independent study program students)	Hispanic 100% TwoOrMoreRaces 86% White 100% 44 out of 45 11th graders or 98% pass rate	

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions in 2023-2024 although there was a large increase in expenses to improve student literacy.

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

Action 2.1 The FTE costs for Literacy Coaches were higher than originally expected.

Action 2.2 The FTE costs for Response to Intervention and Instruction were lower than originally expected.

Action 2.12 The cost for materials for PK Literacy Support was lower than originally expected. The UPK funding source was also utilized to cover expenses to support PK Literacy Support.

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

The actions were somewhat effective in making progress toward the goal during the past three years because there was a decrease in the percent of students in elementary school who performed below grade level, yet at the high school there was an increase. Overall English stayed about the same across the district but math improved slightly.

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

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. This work led to some revisions in focus on reducing the percent of students who required interventions for not meeting state standards. The new goal 2 provides additional foci on using data, monitoring progress, and also including behavioral supports for students and now reads: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

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

Goals and Actions

Goal

Goal #	Description
3	Goal 3: Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absentee Rate (CDE Dataquest)	All Students: 9.7% Asian: 8.1% Black/African American: 19.8% English Learners: 11.8% Foster Students: 42.4% Students experiencing homelessness: 32.8% Latinx: 10.6% Low Income: 17.1% Students with Disabilities: 18.6% Two or More Races: 7.4% White: 5.5%	2020-2021 Dataquest All Students: 7.4% Asian: 5.1% Black/African American: 21.3% English Learners: 12.3% Foster Students: 30.4% Students experiencing homelessness: 33.5% Latinx: 9.1% Socioeconomically Disadvantaged: 17.5% Students with Disabilities: 18.3% Two or More Races: 5.5% White: 3.3%	ALL 13.1% Asian: 9% Black: 27% Hispanic: 17% White: 8% Two: 10% Students with Dis: 24% Eco Dis: 24% English Learner: 20% Students Experiencing Homelessness: 43%	Data quest SY22-23: 14% Mid year 23-24: 13% CA School Dashboard All Students: 76% American Indian: 20% AfAm: 29% Asian: 11% Filipino: 0% Latinx: 21% White: 10% Two or More Races: 14% Socioeconomically Disadvantaged Students: 27% English Learners: 22% Students with Disabilities: 22% Students Experiencing Homelessness: 43% Foster Youth: 29% Pacific Islander: NA	Reduce the chronic absentee rate to 8% including for the following student groups that are at or below the given rates: Black or African American 10% Latinx 8% Students with Disabilities 10% Economically disadvantaged students 12% English Learners 8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Students experiencing homelessness 15%
Average Daily Attendance (Local Data)	96%	P1 of 21/22: 96.4%	94% for 22/23	SY 22-23: 94% 23-24 Semester 1: 93.2%	Maintain 96% or higher
Suspension Rate (CDE Dataquest)	All Students: 1.2% Asian: 0.4% Black/African American: 4.8% English Learners: 0.7% Foster Students: 25% Students experiencing homelessness: 8.2% Latinx: 1.1% Low Income: 3% Students with Disabilities: 4.8% Two or More Races: 0.9% White: 0.4%	0% There were a total of 3 suspensions during the 2020-2021 school year including: 1 Latinx, 1 White, and 1 Student with Two or More Races. No further information is available about their status as an English Learner, Student with Disabilities, Student experiencing Homelessness, or Foster Youth.	2021-2022 rate ALL Students 1.9% African American 7.5% American Indian or Alaska Native 3.3% Asian 0.3% Filipino 0.0% Latinx 2.0% Pacific Islander 0.0% White 0.6% Two or More Races 1.5% Ethnicity not Reported 3.1%	22-23 CA School Dashboard: All Students: 1.8% American Indian: 3.8% AfAm: 6.3% Asian: 1.3% Filipino: 1.4% Latinx: 1.9% White: 0.6% Two or More Races: 1.3% Socioeconomically Disadvantaged Students: 3.8% English Learners: 1.8% Students with Disabilities: 5.8% Students Experiencing Homelessness: 8.7% Foster Youth: 19.2% Pacific Islander: NA	Maintain the suspension rate below 2% including for the following student groups that are at or below the given rates: Black or African American 3% Latinx 2% Students with Disabilities 3% Economically disadvantaged students 2% English Learners 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			English Learners 2.0% Foster Youth 13.6% Students Experiencing Homelessness 9.0% Socioeconomically Disadvantaged 4.3% Students w Disabilities 6.0%		Students experiencing homelessness 5%
Families completing Family Engagement and School Climate Survey (Local survey data)	454 and 330	454 and 330	484	455	1,000
Families reporting students are connected to school (Local survey data)	76%	76%	66%	68%	80%
Number of family connections made by Family Engagement Liaison	200 families in 2021-2022	200 families in 2021-2022	720 families in 2022-2023	720 families in 2023-2024	300 families
Percent of students who feel safe at school (Local survey data)	60%	60%	68%	51%	80%
Percent of students who feel connected to	26%	26%	39%	41%	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school (Local survey data)					
Percent of Teachers who are Black/African American or Latinx who return to BUSD from the previous year (Local HR Data)	71% of African American teachers (5 of 7) and 73% of Latinx teachers (8 of 11) hired in 2019-2020 were still active in 2020-2021	84% of Black/African American teachers (49 of 58) and 85% of Latinx teaches (75 of 88) returned to BUSD in 2021-2022	85%	70.27% of Black/African American teachers (52 of 74) and 80.53% of Latinx teachers (91 of 113) returned to BUSD for 23-24	Increase to 80% retention rate for both groups of teachers
Percent of Teachers who are Black/African American (Local HR data)	7% of teachers (47 of 673) were Black/African American in 2018-2019	8% of teachers (55 of 695) are Black/African American in 2020-2021	6%	10.24% (74 of 723 are Black/African American in 2023-24	Increase to 8% or more (add 4 or more additional Black/African American teachers)
Percent of Teachers who are Latinx (Local survey data)	12% of teachers (79 of 673) were Latinx in 2018-2019	7% of teachers (51 of 695) are Latinx in 2021-2022	8%	15.63% *113 of 723) are Latinx in 2023-24	Increase to 13% or more (add 5 or more additional Latinx teachers)
Expulsion Rate (CDE Dataquest)	0%	0%	0%	0%	0%
Middle School Dropout Rate (CDE Dataquest)	2 dropouts	0	0 dropouts	SY 22-23 Calpads 1.14 DropoutCount: Dropouts 10 Drop out rate 0.5% (10 of 1991)	0 dropouts
High School Dropout Rate (CDE Dataquest)	0 dropouts	4-yr cohort for 20/21: 81 dropouts out of 905 students in cohort = 9%	2022: 96 of 900 students dropped out = 11%	57 of 853 = 7%	0 dropouts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in Good Repair (Local measure by facilities team)	Yes	Yes	Yes	Yes	100%
Parent involvement sought in making decisions for the school district and each school site (Local survey data)	Yes	Yes	Yes	Yes	Yes
Parent participation promoted for parents of unduplicated students (Local measure of engagement efforts)	Yes	Yes	Yes	Yes	Yes
Percent of parents who feel schools are safe (Local survey data)	78%	78%	62%	64%	80%
Percent of teachers who feel schools are safe (Local survey data)	79%	79%	72%	69%	80%
Parent participation promoted for students with disabilities (Local measure of engagement efforts)	Yes	Yes	Yes	Yes	Yes

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of those actions although the Comprehensive Coordinated Early Intervening Services (CCEIS) cost \$286,248 but was originally planned to have no costs.

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

Action 3.1 The FTE costs for the Student Welfare and Attendance Counselor were higher than originally projected.

Action 3.2 The costs for Behavioral Health Services were lower than originally projected.

Action 3.3 The FTE costs for the Office of Family Engagement and Equity were higher than originally projected.

Action 3.6 The FTE costs for the Umoja Program and Black Studies were higher than originally projected.

Action 3.7 The FTE costs for the Restorative Justice Coordinators were lower than originally projected.

Action 3.8 The FTE costs for the Restorative Justice Counselors were lower than originally projected.

Action 3.9 The FTE costs for the LEAP Classes were lower than originally projected.

Action 3.12 The FTE costs for the Intervention counselors were higher than originally projected.

Action 3.17 the original LCAP didn't have funds associated with this action.

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

These actions were somewhat effective. More students feel connected to school, though families reported they felt less positive about students connection to school. Additionally, the drop out rate appeared to increase, but this may be because newer, more accurate student records are being kept more recently. Additionally, similar to other urban districts across the country, attendance rates declined and chronic absentee rates increased.

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

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. This work led to some revisions in focus on creating an engaging, safe and welcoming school environment that focuses on the humanizing aspect of schooling. The new goal 3 reads: 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.

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

Goals and Actions

Goal

Goal #	Description
4	Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Supplemental Expenditures completely expended (local data)	All Supplemental funds expended	All Supplemental funds expended	All Supplemental funds expended		Supplemental funds expended
Annual review of LCAP indicators by Board of Education (local data)	Annually	Yes	Yes	Yes	Once per year

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

Action 4.1 The FTE costs associated with LCAP Evaluation were lower than originally projected.

Action 4.2 The costs associated with Program Evaluation Support increased due to costs associated with the purchase and implementation of a new data information system.

Action 4.3 The costs associated with the Indirect Cost Reserve were lower than originally projected.

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

The actions in this goal were effective in ensuring that the district use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

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

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. This work led to a whole new goal, focused on engaging families, parents, and the community. The new goal 4 reads: 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.

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

Goals and Actions

Goal

Goal #	Description
5	Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students who Experience Homelessness who meet/exceed CAASPP Standards	ELA Math 27% 22%	Data not available, CAASPP not given across district in 2021	ELA 20% Math 11%	ELA 20% Math 10%	ELA Math 35% 30%
Chronic Absentee Rate (CDE Dataquest)	33%	34%	43%	22-23 (DataQuest): 43.2% For Semester 1 23-24: 42.5% (For Semester 1 23-24)	15%
Suspension Rate (CDE Dataquest)	8%	0%	9%	22-23 (DataQuest): 9% For Semester 1 23-24: 10% (For Semester 1 23-24)	5%
High School Graduation Rate for	83%	91%	79%	22-23 data from DataQuest	92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Students who Experience Homelessness (CDE Dataquest)				93.9% (four-year adjusted cohort)	

Goal Analysis

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

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

There are no substantive differences in planned actions and actual implementation of these actions.

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

Action 5.1 The FTE costs for the Counselor and Supports for students experiencing homelessness were lower than originally projected due to the position being filled later in the academic year.

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

The work to support Students Experiencing Homelessness continues to be challenging. These students are experiencing some of the greatest challenges in comparison to their peers at school. The McKinney-Vento counselor is an ongoing position that is currently filled. The McKinney-Vento counselor provides ongoing support for homeless students across the district and at every school site. The Counselor provides a host of intervention services for students experiencing homelessness, including but not limited to, providing school supplies, food, enrollment in afterschool programs, clothing and hygiene products, counseling support, and other services. The Counselor checks in with students and their families to address individual needs.

Despite these efforts, the data show that Students Experiencing Homelessness, do not have improved outcomes. For example, Students Experiencing Homelessness had lower academic achievement in 22-23 with 20% meeting ELA standards and 11% meeting math standards. These are both lower than the rates in 20-21 when 27% met ELA standards and 22% met math standards. The Chronic Absentee rate increased to 43%, a 10% increase over the baseline, and the suspension rate increased 1% from 8% to 9%. Finally, the graduation rate increased from 91% in 21-22 to 94% in 22-23.

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

The district is no longer required to include this particular Goal within our LCAP based on the CA Dashboard data and guidance received from the CA Department of Education. Although this goal is no longer a requirement, unhoused students remain a priority for the district. The actions found in Goal 5 have been infused within the 2024-2027 LCAP. Actions and services for our unhoused students can be found within the new four LCAP Goals.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Berkeley Unified School District	Jill Hoogendyk Associate Superintendent, Educational Services	jillhoogendyk@berkeley.net (510) 644-6257

Plan Summary [2024-25]

General Information

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

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 22-23 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 22-23 enrollment) includes students who are White (41.7% up from 39.2% in 19-20), African-American (11.7% down from 14.1% in 18-19), Hispanic/Latinx (21.8% down from 23.9% in 18-19), Two or More Races/Other (15.1% up from 14.4% in 18-19), and Asian (8.2% up from 7.2% in 18-19). Multilingual Language Learners (MLLs) make up 660 of the 9,073 students enrolled in grades K-12 in 22-23, 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 10% speaking Arabic. Students in BUSD speak more than 30 different home languages.

The Vision for BUSD is one in which parents, family, and community are an integral part of each school. When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life. This is why Berkeley has dedicated resources and specialized staff to support the home-school partnership and to give all parents/guardians access to understanding opportunities and services available for their children.

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 2023 California School Dashboard and was therefore not eligible to receive "Differentiated Assistance" from the Alameda County Office of Education through the Statewide System of Support. The State's Accountability system uses a five color scale where BLUE is highest with a numeric rating of 5, GREEN is next with a numeric rating of 4, then YELLOW is 3, ORANGE is 2, and RED is 1.

In the County of Alameda 17 unified school districts received Dashboard ratings in 2023. BUSD did well overall with 1 BLUE rating (Math performance), 3 GREEN ratings (ELA, Graduation, and Suspension rate), 2 ORANGE ratings (Multilingual Language Learner Progress Indicator and Chronic Absenteeism), and had 4 out of 5 PURPLE BARS on the College/Career Indicator.

While BUSD performed well overall, not every student group performed at the same level. The average overall rating for ALL students was 3.6, or GREEN. Three student groups performed higher than the average including White Students (4.33 or GREEN), Filipino Students (4.0 or GREEN), and Students with Multiple Races (4.0 or GREEN). Three student groups had an average rating of YELLOW including Hispanic/Latinx Students with an average score of 3.3, Socioeconomically Disadvantaged Students at 2.8, and Multilingual Language Learners at 2.5. Next, three student groups had the same average score of 2.3 or an ORANGE rating including African American Students, Students with Disabilities, and Students Experiencing Homelessness. Finally, Foster Youth had an average rating of RED but they also only had an indicator on one of the seven measures because their group size was too small to receive a score on any indicator other than Suspension rate where they had a RED rating.

In the new 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

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).

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Board	<p>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 and new BUSD Strategic Plan:</p> <p>November 15, 2023, LCAP Timeline Update, Regular Board Meeting January 10, 2024, LCAP/Strategic Plan: Plan Introduction and Process Overview, Regular Board Meeting February 21, 2024, LCAP Mid-Year Update, Regular School Board Meeting March 20, 2024, Strategic Plan, Regular School Board Meeting April 17, 2024, LCAP Development and Recommendations, Regular School Board Meeting May 29, 2024 Public Hearing for LCAP and Budget June 12, 2024 Approval of LCAP and Budget</p>
Teachers	<p>Staff participated in the five In-Person and virtual Engagement Sessions in January and February 2024. These included 7 focus areas or themes and 18 sets of data. A total of 87 people participated including parents, students, staff, and families (some participated more than once). A total of 395 ideas were shared through reflection sheets and post-it notes.</p> <p>The 2024 LCAP survey was distributed to educational partners throughout the month of February and into early March. A total of</p>

Educational Partner(s)	Process for Engagement
	179 teachers participated, which is an increase of 894% over the 18 who participated in 2023.
Other School Personnel	<p>Staff participated in the five In-Person and virtual Engagement Sessions in January and February 2024. These included 7 focus areas or themes and 18 sets of data. A total of 87 people participated including parents, students, staff, and families (some participated more than once). A total of 395 ideas were shared through reflection sheets and post-it notes.</p> <p>The 2024 LCAP survey was distributed to educational partners throughout the month of February and into early March. A total of 53 staff participated this year, which is an increase of 342% over the 12 that participated in 2023.</p>
Families	<p>The Parent Advisory Committee meets regularly as a group and confers with District staff throughout the year. In March 2024 the PAC conducted a review of district goals and the district's progress in reaching those goals. They shared their examination of goals with district staff which included strengths, progress, and areas of concern.</p> <p>Parents participated in the five In-Person Engagement Sessions in January and February 2024. These included 7 focus areas or themes and 18 sets of data. A total of 87 people participated including parents, students, staff, and families (some participated more than once). A total of 395 ideas were shared through reflection sheets and post-it notes.</p> <p>The 2024 LCAP survey was distributed to educational partners throughout the month of February and into early March. A total of 455 parents participated this year, which is an increase of 44% over the 317 that participated in 2023.</p>
Students	The 2024 LCAP survey was distributed to educational partners throughout the month of February and into early March. A total of 604 students participated this year, which is an increase of 292% over the 154 that participated in 2023.

Educational Partner(s)	Process for Engagement
Community	The 2024 LCAP survey was distributed to educational partners throughout the month of February and into early March. A total of 45 students participated this year, which is an increase of 309% over the 11 that participated in 2023.
Local Bargaining Units	<p>Members of the Superintendent's Budget Advisory Committee meet multiple times throughout the year to give feedback to budget recommendations.</p> <p>The district collaborated with Berkeley Federation of Teachers to host a teacher specific in person Engagement session in February 2024.</p>
List of Engagement Meetings where members of different groups could participate in listening, sharing, and engaging on the 2024-2027 LCAP planning process:	<p>Public Engagement Sessions:</p> <ul style="list-style-type: none"> January 10, 2024 District Engagement Session #1, In-Person, Community January 11, 2024 District Engagement Session #2, Virtual, Community January 16, 2024 District Engagement Session #3, Virtual, Community January 23, 2024 District Engagement Session #4, In-Person, Community January 27, 2024 District Engagement Session #5, In-Person, Community February 14, 2024 District Engagement Session #6, In-Person, Staff and Bargaining Units <p>LCAP PAC Meetings:</p> <ul style="list-style-type: none"> October 19, 2023 November 16, 2023 December 14, 2023 January 18, 2024 February 8, 2024 February 22, 2024 March 7, 2024 March 21, 2024 April 11, 2024 April 25, 2024

Educational Partner(s)	Process for Engagement
	<p>DELAC Meetings: October 19th, 2023 November 16th, 2023 January 18th, 2024 February 1, 2024 March 7, 2024 April 18, 2024</p> <p>Ed Services Team Meetings: September 12, 2024 October 10, 2024 November 14, 2024 December 12, 2024 December 21, 2024 (Special Meeting: Surveying) January 9, 2024 March 12, 2024 April 9, 2024</p> <p>Communications about LCAP Surveys: Family LCAP/Strategic Plan Survey Email, February 2/2/2024 + 3/4/2024 Staff LCAP/Strategic Plan Survey Email, February 2/2/2024 + 3/4/2024 Student (6-12) LCAP/Strategic Plan Survey Email, February 2/7/2024</p>
<p>Superintendent’s Budget Advisory Committee (SBAC)</p>	<p>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.</p>

Educational Partner(s)	Process for Engagement
	<p>The Superintendent’s Budget Advisory Committee consists of 17 voting members, with the idea of providing the Superintendent a body of interested parties with a variety of viewpoints. Community representatives serve two-year terms after being appointed, and representatives of the bargaining units also have a significant history in the committee or in the district.</p> <p>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.</p> <p>Superintendent’s Budget Advisory Committee Meeting Information</p> <p>January 31, 2024 February 14, 2024 February 28, 2024 March 13, 2024 March 27, 2024 April 8, 2024 April 24, 2024 May 1, 2024 May 15, 2024</p>
Berkeley Technology Academy School Site Council (Equity Multiplier School site)	The Berkeley Technology Academy School Site Council was consulted throughout the 2023-2024 academic year. Topics that were discussed were budget, programs, School Plan for Student Achievement, Equity Multiplier and required LCAP Goal, metrics, and actions.
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 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. Below are a list of those seven theme areas and a summary of feedback from the listening sessions:

1. Lift up and support equity and inclusion

- Implement Inclusive Policies: Continue and expand efforts to keep gender-neutral bathrooms open and support gender expressive youth, along with other inclusive policies that cater to the diverse needs of students.
- Focus on Special Needs and Neurodiversity: Ensure full inclusion and tailored support for students with IEPs, 504 plans, and neurodiverse students, integrating them fully into the school community.

2. Align and Evaluate Resource Allocation

- Data-Driven Decision Making: Make resource decisions based on student achievement data and specific needs, targeting investments where they can have the most significant impact on student outcomes.
- Strategic Resource Allocation: Allocate resources inversely proportional to student performance to provide targeted support where it is most needed.

3. Engage & Collaborate with Parents, Families, and the Community

- Strengthen Community Partnerships: Enhance collaboration with parents, families, and community members, including through strategic planning and development processes.
- Parent and Caregiver Academies: Offer educational programs for parents and caregivers to understand school offerings and access resources for their children.

4. Improve Academic Outcomes

- Targeted Academic Support: Provide intensive phonics instruction and other targeted academic interventions for students with specific learning needs.
- College Readiness Programs: Start college readiness curriculum in junior high and regularly evaluate college readiness and academic programs for equity and effectiveness.

5. Plan, Implement, and Evaluate Programs Consistently

- Program Assessment and Alignment: Regularly check, evaluate, and align programs with district goals, ensuring that all efforts are coherent, strategically planned, and effectively implemented.
- Community Involvement in Planning: Involve a diverse group of stakeholders, including DELAC and PAC, in the planning and evaluation process to ensure programs meet the community's needs.

6. Provide Professional Support

- Professional Development: Fund and provide professional development opportunities focused on culturally sustaining pedagogy, anti-blackness, and strategies to support neurodiverse students.

- Mentorship and Coaching: Establish mentorship and coaching programs for teachers and staff to enhance their skills and capacity for supporting diverse student needs.

7. Improve School Climate

- Cultural and Community Engagement: Foster a school climate that is welcoming, inclusive, and respectful, making it more about community and shared experiences.
- Diverse Representation: Increase representation in teaching staff to reflect the student population, enhancing positive relationships and connections.

These listening sessions served as the backbone for the engagement process and the beginning of a process in the 2023-2024 school year to develop a new district strategic plan that will incorporate the LCAP goals and actions as well as other pillars of success. These five pillars include:

1. Academic Excellence & Equitable Outcomes
2. Wellness & Belonging
3. Partnership & Engagement
4. Talent & Culture
5. System Efficiency & Fiscal Responsibility

The first three pillars form the basis of the LCAP and the next two pillars will be further developed and included in the district's strategic plan that will continue to be developed in the 2024-2025 school year. As part of this new strategic planning process, the LCAP goals have been rewritten for the new 2024-2027 LCAP. The new Goals are:

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.
2. Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.
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.
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.

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.

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

An explanation of why the LEA has developed this goal.

<p>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</p>
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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	67.2%			All students will increase 3% annually (9% over 3 years) to 76.2%. An accelerated target of 5% annually (15%	

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	61.4%			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).	
1.3	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	81%			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).	
1.4	% 3-5 Students At/Above Benchmark - EOY Star Reading	80%			All students will maintain a proficiency rate at or above 80%. An accelerated target of 5% annually (15% over 3 years)	

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	73%			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)	
1.6	% 3-5 Students At/Above Benchmark - EOY Star Math	78%			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).	
1.7	% 6-8 Students At/Above Benchmark - EOY Star Math	71%			All students will maintain a proficiency rate at or above 80%. An accelerated target	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					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%			All students will make at least a 5% total increase over three years to 57.1%	
1.9	% of schools offering courses described in Ed. Code 51210 and Ed. Code 51220, as applicable	100%			100%	
1.10	Programs and services developed and provided to low-income, Multilingual Language Learners and Foster Youth students	Yes			Yes	
1.11	Programs and services developed and provided to Students with Disabilities	Yes			Yes	
1.12	% of high school students who receive end-of-course grades of D or F	22.5%			All students will make at least a 3% annual decrease over each of the three years (9%) to 13.5%. An accelerated target	

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~	26%			Increase 3% total over 3 years for all students to 29% and accelerated increase of 5% total over 3 years for focal student groups (see Appendix).	
1.14	% of students meeting a-g requirements	63.5%			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).	
1.15	% of students who meet a-g requirements AND complete a CTE pathway	29.1%			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	

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	36.6%			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).	
1.17	State College/Career Indicator - Percent Prepared *based on incorrect a-g completion	62.3%			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).	
1.18	% of students who graduated (4 Year Cohort Grad Rate)	92.5%			All students will maintain or attain a graduation rate of at least 95% (see Appendix).	
1.19	% Teacher Mis-assignments	0%			0%	
1.20	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	1 area insufficient			Increase to and maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	% Met/Exceeded Standards for All Students - CAASPP Science (CAST)	50.4%			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).	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$89,503.00	No
1.2	Literacy Improvement Action Plan	<p>Partner with expert consultants, and our teachers, literacy coaches and related service providers to achieve 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.</p> <p>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.</p>	\$63,000.00	No
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.	\$1,978,315.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 difficulties. Use MTSS Data Platform to enter, analyze, and determine next steps based on assessment data.	\$0.00	No
1.6	Integrated ELD Training and Support	Provide essential training for supporting academic language and writing so that MLLs and LTELs can access rigorous academic content and achieve academic success. By funding Constructing Meaning (CM) Training and 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	
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.	\$30,000.00	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.	\$0.00	No
1.9	Science Program	Support K-8 science instruction in the implementation of the Next Generation Science Standards (NGSS) in order to ensure high-quality equitable science instruction across sites. This includes coaching, collaboration and PD around the adopted science curriculum and teacher instructional practices, and the acquisition of supplies & equipment to	\$92,392.00	No

Action #	Title	Description	Total Funds	Contributing
		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)		
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.	\$132,493.00	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.	\$206,285.00	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, a supportive community, access to technology, an after school class, skill development, and mentoring.	\$427,350.00	Yes
1.13	CTE Pathways (BHS)	Provide increased access to Career Technical Education (CTE) pathways and expanded enrollment in CTE courses at the high school. Career Technical Education integrates academic curriculum with hands-on experience and transferrable job skills needed for the modern workplace as we prepare our students for high wage, high opportunity regional employment. Monitor the percentage of students who are unduplicated to ensure they are receiving support and review the master schedule so that course and pathway access is available.	\$111,227.00	No
1.15	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.	\$213,311.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

<ul style="list-style-type: none"> 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%			All students will make at least a 3% total increase over three years (3%)	
2.2	# of teachers who participate in professional development focused on English Language	TBD			Target to be set after Summer 2024	

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 * "			Increase to 100%	
2.4	"% of middle school students who have dropped out of school (numbers are too small to report for overall or subgroups)	0%			Will maintain at 0%	
2.5	% of high school students who have dropped out of school	6.70%			All students will make at least a 3% total decrease over three years (see Appendix).	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$1,963,914.00	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.	\$168,403.00	No
2.3	Special Day Class	Provide and accommodate for the learning needs of students who require specialized direct instruction in a least restrictive setting outside of the general education classroom for the majority of the day in order to have reasonable opportunity to achieve appropriately ambitious IEP goals. The ESN-SDC emphasizes instruction on functional skills curriculum in the areas of communication, academics, independent living, social/adaptive skills, and beginning vocational skills training.	\$108,533.00	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.	\$1,670,947.00	Yes

Action #	Title	Description	Total Funds	Contributing
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).	\$115,847.00	Yes
2.6	Support for Long Term Multilingual Language Learners (MLLs)	Provide essential training for supporting academic language and writing across grade levels. By funding Constructing Meaning (CM) Training and Integrated English Language Development (ELD) strategies, the initiative aims to equip teachers with the process and tools for integrating explicit language instruction into content-area teaching. This approach ensures that instruction is driven by the content and academic language demands of discipline-specific learning, ultimately supporting ELLs and LTELs in accessing rigorous academic content and achieving academic success.	\$30,000.00	No
2.7	Math Coaches and Support (TK-12)	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • African American Students at the Longfellow Arts and Technology Middle • Multilingual Language Learners at Berkeley High 	\$307,858.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Socioeconomically Disadvantaged Students at Berkeley High Students with Disabilities at Berkeley High Students with Disabilities at Malcolm X Elementary 		
2.8	Math Support Classes (6-8)	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> 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 	\$246,999.00	Yes
2.9	Culturally Relevant Summer Partnerships	<p>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.</p>	\$0.00	No
2.10	Summer School CCSS Curriculum	<p>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</p>	\$968,596.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>grade level in Math.</p> <p>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:</p> <ul style="list-style-type: none"> • African American Students at the Berkeley High • African American Students at the District • Multilingual Language Learners at Berkeley High • Hispanic Students at the Berkeley High • Socioeconomically Disadvantaged Students at Berkeley High • Socioeconomically Disadvantaged Students at Washington Elementary • Students with Disabilities at Berkeley High • Students with Disabilities at Malcolm X Elementary <p>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:</p> <ul style="list-style-type: none"> • 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.	\$170,000.00	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	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		gives a strong foundation in how to explicitly teach our orthographic (spelling) system.		
2.13	MTSS Framework	Develop and implement an MTSS framework to articulate and define support for students in Tier 1, 2 and 3 in the areas of academics, attendance, behavior and social-emotional learning.	\$0.00	No
2.14	Data Review and Progress Monitoring	Implement regular assessment cycles for data review and progress monitoring to analyze intervention for academics, attendance, behavior and social-emotional supports.	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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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	94.5%			All students will maintain or attain an attendance rate of at least 95% (see Appendix).	
3.2	% of students who are chronically absent	13.8%			All students will make at least a 3% total decrease over three years (see Appendix).	

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	1.8%			All students will maintain or attain a suspension rate of less than 2% (see Appendix).	
3.4	% of students expelled	0.0%			All students will maintain a expulsion rate of less than 1% (see Appendix).	
3.10	% of students reporting "agree" or "strongly agree" for School Connectedness (annual CHKS survey)	81% 5th grade 64% 7th grade 63% 9th grade 60% 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)	
3.11	% of students reporting caring relationships with adults at school	76% 5th grade 65% 7th grade 67% 9th grade 70% 11th grade *			Increase or maintain to at or above 80% for all students in 5th grade and across all focal student groups Increase or maintain to at or above 70% for all students in MS	

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%			Maintain 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	\$110,420.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$328,000.00	No
3.3	Intervention Services for Students Experiencing Homelessness	Case manage, outreach and provide services to students experiencing homelessness 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.	\$134,925.00	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.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 facilitates school and district professional development in programs that support positive school climate and culture, including Positive Behavioral Intervention and Support (PBIS), Restorative Justice, Toolbox and Welcoming Schools.	\$140,080.00	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.	\$390,369.00	Yes
3.8	High School Restorative Justice Coordinators (BHS)	Provide case-management and intervention services focused on restorative justice and other restorative practices for students identified as at-risk of suspension. Restorative Justice counselors work with individual students and small groups to facilitate social-emotional and behavioral support.	\$168,790.00	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.	\$745,639.00	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.	\$325,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	LEAP Class (BHS)	<p>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.</p>	\$687,382.00	Yes
3.12	Improving Student Attendance	<p>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.</p> <p>In addition, the following student groups need additional support to improve attendance and reduce chronic absenteeism:</p> <ul style="list-style-type: none"> • 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 	\$196,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Hispanic Students at the Washington Elementary • Socioeconomically Disadvantaged Students at Berkeley Arts Magnet at Whittier • Socioeconomically Disadvantaged Students at Cragmont Elementary • Socioeconomically Disadvantaged Students at District • Socioeconomically Disadvantaged Students at Longfellow Arts and Technology Middle • Socioeconomically Disadvantaged Students at Thousand Oaks Elementary • Socioeconomically Disadvantaged Students at Washington Elementary • Socioeconomically Disadvantaged Students at Willard Middle • Students with Disabilities at Berkeley Arts Magnet at Whittier • Students with Disabilities at Cragmont Elementary • Students with Disabilities at District • 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 		

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)
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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			Increase to at or above 800	
4.2	% of schools with appropriately constituted SSCs	100%			Maintain 100%	
4.3	% Parents/Families with Multilingual Language Learners who feel school	75%			Increase to 80%	

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%			Maintain 100%	
4.5	% Parents/Families with students with disabilities who feel school is welcoming environment	67%			Increase to 75%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Build Relational Trust	Build relational trust through humanizing, culturally responsive relationships between families, students, and BUSD staff. Focus on	\$878,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families of color, families experiencing poverty and/or homelessness, families of Multilingual Language Learners, families of students with disabilities, and families of foster youth. Activities include community events, focal family coaching, interpretation support, and family resource center services. Includes support by the Office of Family Engagement & Equity staff.		
4.2	Leverage Community Assets	Understand and leverage the variety of assets and cultural wealth (i.e., strengths, experiences, resources) that our families and community members bring to our community, including connecting staff and families with community organizations, in order to address equity gaps and improve student outcomes. Activities include resource connections with families, community partnership organization, and support for family affinity spaces. Includes support by the Office of Family Engagement & Equity staff.	\$0.00	No
4.3	Family Engagement Capacity Building	Build capacity of families to navigate the system and support their families and community via culturally responsive practices, emphasizing empowerment over dependency, and build capacity of educators to better engage families as partners in learning and leading. Activities include coaching for families and family engagement workshops for families and staff. Includes support by the Office of Family Engagement & Equity staff.	\$0.00	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.	\$92,925.00	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.	\$282,648.00	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.	\$439,801.00	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.	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.

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%			Maintain 95% or higher	
5.2	State College/Career Indicator - Percent Prepared *based on incorrect A-G completion	0% prepared			15%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
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	\$0.00	No
5.2	Individual Learning Plans	Create Individual Learning Plan (ILP) for all students to plan post-secondary opportunities and pathways	\$0.00	No
5.3	Counseling Support	Increase access and utilization of social and emotional support for all students to ensure healing and community. Identify students with traumas and provide them with resources, including counseling, access to mental health, academic and behavioral supports, and other areas of need	\$76,841.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,860,984	\$

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
5.875%	0.000%	\$0.00	5.875%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Literacy Coaches (TK-8)</p> <p>Need: 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%.</p>	<p>This action will provide much needed support and resources primarily to support English learners, Foster Youth, and Low Income students, but Literacy Coaches may also provide supports to other students because it is most efficient to identify students in reading levels who need support from literacy coaches and therefore the best use of funds.</p>	<p>CAASPP ELA performance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.11</p>	<p>Action: AVID (7-12)</p> <p>Need: To increase student achievement, college access, and college awareness. 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.</p> <p>Scope: LEA-wide</p>	<p>To support the first-generation college-bound students and increase college access. 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.</p>	<p>Graduation Rate, A-G Rate, CCI Rate</p>
<p>1.12</p>	<p>Action: Bridge Program (BHS)</p> <p>Need: To increase student achievement, college access, and college awareness. The graduation rate for English Learners was 82.5% in comparison to the district rate of 92.5%. Also, only 45% of Socio-economically</p>	<p>To support students in a college-going culture at the transition by providing them with a summer program. 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.</p>	<p>Graduation Rate, A-G Rate, CCI Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Response to Intervention and Instruction (RtI2) (TK-8)</p> <p>Need: To identify students who are struggling and provide them the necessary support to be successful in school.</p> <p>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:</p> <ul style="list-style-type: none"> • African American Students at the District • Socioeconomically Disadvantaged Students at Washington Elementary • Students with Disabilities at Malcolm X Elementary <p>In addition, the following groups of students need support to improve academic achievement in Math because of low</p>	<p>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.</p>	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
	<p>performance on the 2023 Ca School Dashboard:</p> <ul style="list-style-type: none"> • African American Students at the Longfellow Arts and Technology Middle • Students with Disabilities at Malcolm X Elementary <p>Scope: LEA-wide</p>		
2.7	<p>Action: Math Coaches and Support (TK-12)</p> <p>Need: ELA performance increased slightly for English Learners from 2021 to 2024 with from 12% to 18%. For low-income students, the percent meeting standards dropped from 31% to 22%. Finally, for all students, the rate dropped slightly from 62% to 61%.</p> <p>Scope: LEA-wide</p>	<p>This action will provide much needed support and resources primarily to support English learners, Foster Youth, and Low Income students, but Math Coaches may also provide supports to other students because it is most efficient to identify students in reading levels who need support from literacy coaches and therefore the best use of funds.</p>	CAASPP Math performance
2.8	<p>Action: Math Support Classes (6-8)</p> <p>Need:</p>	<p>These classes will provide additional resources to struggling students to meet grade level standards. The support provided by math support classes is primarily designed to meet the needs most often experienced by Multilingual Language Learners</p>	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
	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Scope: LEA-wide</p>	<p>and low-income students. 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.</p>	
<p>3.7</p>	<p>Action: Middle School Restorative Justice Counselors (6-8)</p> <p>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</p>	<p>This will support socioeconomically disadvantaged students, foster youth, and Multilingual Language Learners. 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.</p> <p>In addition, the following student groups need additional support to reduce behaviors that lead to suspensions:</p>	<p>Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students had a suspension rate of 3.8%</p> <p>Scope: LEA-wide</p>	<ul style="list-style-type: none"> • African American Students at Willard Middle • Foster Youth Students at the District • Students with Disabilities at Longfellow Arts and Technology Middle • Students with Disabilities at Thousand Oaks Elementary • Students with Disabilities at Washington Elementary 	
<p>3.8</p>	<p>Action: High School Restorative Justice Coordinators (BHS)</p> <p>Need: 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%</p> <p>Scope: Schoolwide</p>	<p>This action is designed to meet the needs most associated with low-income, EL and foster youth. 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.</p>	<p>Suspension rates</p>
<p>3.10</p>	<p>Action: Intervention Counseling (BHS)</p> <p>Need: 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</p>	<p>This action is designed to meet the needs most associated with low-income, EL and foster youth. 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.</p>	<p>Suspension rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students had a suspension rate of 3.8%</p> <p>Scope: Schoolwide</p>		
3.11	<p>Action: LEAP Class (BHS)</p> <p>Need: To increase college/career readiness</p> <p>Scope: Schoolwide</p>	<p>Although BUSD's CCI indicator was HIGH on the 2023 Dashboard with 62% prepared for College/Career, African American Students (29%), Multilingual Language Learners (27%), Homeless Youth (18%), and Students with Disabilities (21%) all had a LOW ratings on the Dashboard.</p> <p>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.</p>	Graduation rate and CCI
4.1	<p>Action: Build Relational Trust</p> <p>Need: Only 64% of parents feel like BUSD creates welcoming environments for all families in the community. Additionally, fewer than half of families believe BUSD supports staff to learn about each family's strengths, cultures, languages, and goals for their children. 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</p>	<p>Although there is a significant need to build relational trust with families with unduplicated students, actions to improve relational trust will positively impact all students and their families and is therefore being provided on an LEA-wide basis. 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.</p>	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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>well as parents/families of Multilingual Language Learners to build relational trust</p> <p>Scope: LEA-wide</p>		
4.4	<p>Action: High School attendance</p> <p>Need: Socioeconomically Disadvantaged students, Multilingual Language Learners, Foster Youth, and Students experiencing Homelessness have very high Chronic Absentee rates.</p> <p>Scope: LEA-wide</p>	<p>Providing supports to unduplicated students is expected to positively impact school climate and culture. 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.</p>	Chronic Absentee rates
4.6	<p>Action: Program Support and Evaluation</p> <p>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 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</p>	<p>These supports in providing district and school leaders important and timely strategic planning tools will enable them to increase supports to unduplicated students by providing timely supports and interventions. We expect to see improved attendance and achievement rates as well as decreased suspension rates for unduplicated students. 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.</p>	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
	<p>completed A-G and only 33.3% of Socio-economically Students did.</p> <p>Scope: LEA-wide</p>		
<p>4.7</p>	<p>Action: Additional Supports and Services</p> <p>Need: To increase student achievement, college access, and college awareness teachers and other staff need the support of the LCAP strategic planning process. 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.</p> <p>Scope: LEA-wide</p>	<p>These supports in providing district and school leaders important and timely strategic planning tools will enable them to increase supports to unduplicated students by providing timely supports and interventions. We expect to see improved attendance and achievement rates as well as decreased suspension rates for unduplicated students. 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.</p>	<p>Graduation Rate, A-G Rate, CCI Rate</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.4</p>	<p>Action: ELD Support at each School (TK-12)</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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</p>	<p>ELPI</p>
<p>2.5</p>	<p>Action: ELD Teacher on Special Assignment (TK-12)</p> <p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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</p>	<p>ELPI</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.3	<p>Action: Intervention Services for Students Experiencing Homelessness</p> <p>Need: To support students experiencing homelessness to be successful in school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	To manage and provide services to students experiencing homelessness to improve their academic and social-emotional outcomes	CAASPP ELA and Math, Chronic Absenteeism, Graduation Rate, CCI, and Suspension Rates
3.4	<p>Action: McKinney-Vento Training</p> <p>Need: To support students experiencing homelessness to be successful in school</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	To train BUSD staff how to effectively support students experiencing homelessness	CAASPP ELA and Math, Chronic Absenteeism, Graduation Rate, CCI, and Suspension Rates

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	
Staff-to-student ratio of certificated staff providing direct services to students	1:30	

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	99,763,431	5,860,984	5.875%	0.000%	5.875%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,563,488.00	\$3,073,428.00	\$5,185,813.00	\$455,699.00	\$15,278,428.00	\$12,684,915.00	\$2,593,513.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Induction Program	All	No			All Schools	2024-2027	\$79,503.00	\$10,000.00		\$13,250.00	\$76,253.00		\$89,503.00	
1	1.2	Literacy Improvement Action Plan	All	No			All Schools	2024-2027	\$0.00	\$63,000.00		\$63,000.00			\$63,000.00	
1	1.3	PK Literacy Support	All	No			All Schools PK	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.4	Literacy Coaches (TK-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$1,978,315.00	\$0.00	\$166,250.00		\$1,812,065.00		\$1,978,315.00	
1	1.5	Literacy Universal Screener (K-8)	All	No			K-8	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Integrated ELD Training and Support	English Learners			English Learners	All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Math Training for Certificated Staff (TK-8)	All	No			All Schools TK-8	2024-2027	\$0.00	\$30,000.00			\$30,000.00		\$30,000.00	
1	1.8	Math Curriculum and Educator Engagement	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.9	Science Program	All	No			All Schools K-8	2024-2027	\$52,392.00	\$40,000.00			\$92,392.00		\$92,392.00	
1	1.10	Ethnic Studies	All	No			All Schools	2024-2027	\$132,493.00	\$0.00			\$132,493.00		\$132,493.00	
1	1.11	AVID (7-12)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	7-12	2024-2027	\$105,100.00	\$101,185.00	\$158,185.00	\$25,600.00		\$22,500.00	\$206,285.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.12	Bridge Program (BHS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS	2024-2027	\$427,350.00	\$0.00	\$307,350.00	\$120,000.00			\$427,350.00	
1	1.13	CTE Pathways (BHS)	All	No			Specific Schools: BHS	2024-2027	\$71,233.00	\$39,994.00		\$111,227.00			\$111,227.00	
1	1.14							2024-2027								
1	1.15	Collection and Analysis of Tier 1, 2 and 3 data	All	No				2024-2027	\$213,311.00	\$0.00			\$213,311.00		\$213,311.00	
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	\$1,963,914.00	\$0.00	\$1,131,145.00		\$832,769.00		\$1,963,914.00	
2	2.2	504 Coordinator	All	No			All Schools	2024-2027	\$168,403.00	\$0.00			\$168,403.00		\$168,403.00	
2	2.3	Special Day Class	Students with Disabilities	No			All Schools	2024-2027	\$108,533.00	\$0.00		\$108,533.00			\$108,533.00	
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	\$1,670,947.00	\$0.00	\$1,670,947.00				\$1,670,947.00	
2	2.5	ELD Teacher on Special Assignment (TK-12)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools K-8	2024-2027	\$115,847.00	\$0.00	\$115,847.00				\$115,847.00	
2	2.6	Support for Long Term Multilingual Language Learners (MLLs)	Multi-language learners and Long Term English Learners	No			All Schools 6-12	2024-2027	\$0.00	\$30,000.00			\$30,000.00		\$30,000.00	
2	2.7	Math Coaches and Support (TK-12)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$45,865.00	\$261,993.00	\$52,400.00		\$255,458.00		\$307,858.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.8	Math Support Classes (6-8)	English Learners	Yes	LEA-wide	English Learners	All Schools Grades 6-8	2024-2027	\$246,999.00	\$0.00	\$220,500.00		\$26,499.00		\$246,999.00	
2	2.9	Culturally Relevant Summer Partnerships	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.10	Summer School CCSS Curriculum	All	No			All Schools	2024-2027	\$462,596.00	\$506,000.00		\$705,397.00		\$263,199.00	\$968,596.00	
2	2.11	Summer School for Incoming Seniors (BHS)	All	No			Specific Schools: BHS	2024-2027	\$167,000.00	\$3,000.00				\$170,000.00	\$170,000.00	
2	2.12	Orton-Gillingham and Wilson Reading Supports	All	No			All Schools	2024-2027	\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	
2	2.13	MTSS Framework	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.14	Data Review and Progress Monitoring	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Black/African American Success Framework Implementation	All African American Students with additional attention on African American students at Willard Middle School	No			All Schools	2024-2027	\$50,420.00	\$60,000.00			\$110,420.00		\$110,420.00	
3	3.2	¡Adelante! Latinx Success Initiative	Latinx students	No			All Schools	2024-2027	\$288,000.00	\$40,000.00		\$328,000.00			\$328,000.00	
3	3.3	Intervention Services for Students Experiencing Homelessness	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-2027	\$134,925.00	\$0.00	\$134,925.00				\$134,925.00	
3	3.4	McKinney-Vento Training	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$0.00	\$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	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.5	Coordination of School Based Services (TK-8)	All	No			All Schools	2024-2027	\$140,080.00	\$0.00		\$140,080.00			\$140,080.00	
3	3.6	Behavioral Health Services (TK-5 & BTA)	All	No			TK-5	2024-2027	\$0.00	\$1,100,000.00		\$1,100,000.00			\$1,100,000.00	
3	3.7	Middle School Restorative Justice Counselors (6-8)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	6-8	2024-2027	\$390,369.00	\$0.00	\$341,200.00		\$49,169.00		\$390,369.00	
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	\$168,790.00	\$0.00	\$168,790.00				\$168,790.00	
3	3.9	Counseling (6-8)	All	No			6-8	2024-2027	\$745,639.00	\$0.00			\$745,639.00		\$745,639.00	
3	3.10	Intervention Counseling (BHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	2024-2027	\$325,385.00	\$0.00	\$325,385.00				\$325,385.00	
3	3.11	LEAP Class (BHS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BHS	2024-2027	\$687,382.00	\$0.00	\$76,440.00		\$610,942.00		\$687,382.00	
3	3.12	Improving Student Attendance	All	No			All Schools	2024-2027	\$0.00	\$196,500.00		\$196,500.00			\$196,500.00	
3	3.16						TK-5 and BTA									
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	\$878,750.00	\$0.00	\$878,750.00				\$878,750.00	
4	4.2	Leverage Community Assets	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Family Engagement Capacity Building	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	High School attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	\$92,925.00	\$0.00	\$92,925.00				\$92,925.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Translation Costs	All	No			All Schools	2024-2027	\$0.00	\$35,000.00		\$35,000.00			\$35,000.00	
4	4.6	Program Support and Evaluation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$282,648.00	\$0.00	\$282,648.00				\$282,648.00	
4	4.7	Additional Supports and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$439,801.00	\$0.00	\$439,801.00				\$439,801.00	
5	5.1	College/Career Readiness Supports	All	No			Specific Schools: Berkeley Technology Academy	2024-2027	\$0.00	\$0.00		\$0.00			\$0.00	
5	5.2	Individual Learning Plans	All	No			Specific Schools: Berkeley Technology Academy		\$0.00	\$0.00		\$0.00			\$0.00	
5	5.3	Counseling Support	All	No			Specific Schools: Berkeley Technology Academy		\$50,000.00	\$26,841.00		\$76,841.00			\$76,841.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
99,763,431	5,860,984	5.875%	0.000%	5.875%	\$6,563,488.00	0.000%	6.579 %	Total:	\$6,563,488.00
								LEA-wide Total:	\$4,071,154.00
								Limited Total:	\$1,921,719.00
								Schoolwide Total:	\$570,615.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Literacy Coaches (TK-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$166,250.00	
1	1.6	Integrated ELD Training and Support			English Learners		\$0.00	
1	1.11	AVID (7-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	7-12	\$158,185.00	
1	1.12	Bridge Program (BHS)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$307,350.00	
2	2.1	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	TK-8	\$1,131,145.00	
2	2.4	ELD Support at each School (TK-12)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,670,947.00	
2	2.5	ELD Teacher on Special Assignment (TK-12)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$115,847.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Math Coaches and Support (TK-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,400.00	
2	2.8	Math Support Classes (6-8)	Yes	LEA-wide	English Learners	All Schools Grades 6-8	\$220,500.00	
3	3.3	Intervention Services for Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$134,925.00	
3	3.4	McKinney-Vento Training	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$0.00	
3	3.7	Middle School Restorative Justice Counselors (6-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	6-8	\$341,200.00	
3	3.8	High School Restorative Justice Coordinators (BHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$168,790.00	
3	3.10	Intervention Counseling (BHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$325,385.00	
3	3.11	LEAP Class (BHS)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BHS	\$76,440.00	
4	4.1	Build Relational Trust	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$878,750.00	
4	4.4	High School attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$92,925.00	
4	4.6	Program Support and Evaluation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,648.00	
4	4.7	Additional Supports and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$439,801.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$19,142,842.00	\$20,401,671.00

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	AVID (7-12)	Yes	\$203,185	\$160,480
1	1.2	Bridge Program (BHS)	Yes	\$292,750	\$292,750
1	1.3	Classified Pathway to Credentialed Teacher Program	No	\$27,239	\$27,239
1	1.4	CTE Pathways (BHS)	Yes	\$115,000	\$115,000
1	1.5	CTE Supports (BHS)	No	\$155,000	\$214,095
1	1.6	Math Support Classes (6-8)	Yes	\$210,000	\$210,000
1	1.7	Teacher Induction Program	No	\$225,500	\$225,462
1	1.8	Cultural Competency Training	Yes	\$40,000	\$40,000
1	1.9	Math Training for Certificated Staff (TK-8)	No	\$75,000	\$75,000
1	1.10	ELD Support at each School (TK-12)	Yes	\$1,470,065	\$1,781,000
1	1.11	ELD Teacher on Special Assignment (TK-12)	Yes	\$110,330	\$133,548

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	Math Coaches and Support (TK-12)	No	\$349,264	\$349,264
1	1.13	Ethnic Studies	No	\$156,925	\$156,925
1	1.14	Literacy Improvement Action Plan	No	\$410,300	\$410,300
1	1.15	Math Curriculum and Educator Engagement	Yes	\$50,000	\$50,000
1	1.17	Teacher and Leader of Color Network	No	\$0	\$0
1	1.18	Library Supports - BSEP	No	\$2,821,471	\$2,821,471
1	1.19	Music/VAPA - BSEP	No	\$2,310,788	\$2,310,788
1	1.20	Instructional Technology	No	\$310,258	\$310,258
1	1.21	Science Program	No	\$65,825	\$65,825
1	1.22	DIBELS Literacy Screener (K-2)	Yes	\$20,000	\$0
1	1.23	English Learner Master Plan	Yes	\$43,500	\$43,500
1	1.24	Integrated ELD Training and Support	Yes	\$70,000	\$70,000
2	2.1	Literacy Coaches (TK-8)	No	\$1,358,286	\$1,937,739

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	2.2	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	\$1,226,805	\$1,226,805
2	2.3	Technology Supports	No	\$0.00	\$0
2	2.4	504 Coordinator	No	\$165,152	\$165,152
2	2.5	Culturally Relevant Summer Partnerships	No	0	\$0
2	2.6	Math Support Classes (6-8)	Yes	0	0
2	2.7	Orton-Gillingham Reading Supports	No	\$75,000	\$74,500
2	2.8	Increase Mental Health Services in 2021-2022	No	\$0.00	\$0
2	2.9	Summer School CCSS Curriculum (K-8)	No	\$586,099	\$590,177
2	2.10	Summer School for Incoming Seniors (BHS)	No	\$155,000	\$154,895
2	2.11	Special Day Class	No	\$250,000	\$225,227
2	2.12	PK Literacy Support	Yes	\$35,000	\$25,000
2	2.13	English Learner supports for Summer School	Yes	\$50,000	\$50,000
3	3.1	Student Welfare and Attendance Counselor (BHS)	Yes	\$88,500	\$94,100

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	3.2	Behavioral Health Services (TK-5 & BTA)	No	\$1,100,000	\$1,100,000
3	3.3	Family Engagement - Office of Family Engagement and Equity (OFEE)	Yes	\$815,000	\$838,633
3	3.4	Homeless Student Counselor and Supports	No	\$0.00	\$0
3	3.5	Coordination of School Based Services (TK-8)	No	\$140,100	\$143,575
3	3.6	Black/African American Success	No	\$178,700	\$205,697
3	3.7	Restorative Justice Coordinators (BHS)	Yes	\$177,895	\$156,377
3	3.8	Restorative Justice Counselors (6-8)	Yes	\$414,500	\$397,107
3	3.9	LEAP Class (BHS)	Yes	\$128,000	\$96,359
3	3.10	Recruitment for Teachers of Color	No	\$27,239	\$27,239
3	3.11	Counseling (6-8)	No	\$727,511	\$727,511
3	3.12	Intervention Counselors (BHS)	Yes	\$309,890	\$348,661
3	3.13	Black Lives Matter Resolution and African American Success Framework (2020)	No	\$60,000	\$60,000
3	3.15	Puente Program	No	\$66,386	\$64,310
3	3.16	Latinx Resolution	No	\$0.00	\$0

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	3.17	Comprehensive Coordinated Early Intervening Services (CCEIS)	No	\$0.00	\$286,248
3	3.18	Teacher and Leader of Color Network	No	\$20,000	\$0
3	3.19	Expand Consent Education	No	\$50,000	\$50,000
3	3.20	BUSD Office of Civil Rights and Compliance	No	\$0.00	\$0
3	3.21	Translation Costs	Yes	\$0	0
3	3.22	District-wide Affinity Activity	Yes	\$10,000	\$10,000
4	4.1	LCAP Evaluation	Yes	\$859,789	\$859,789
4	4.2	Program Evaluation Support	No	0	\$213,311
4	4.3	Indirect Cost Reserve	Yes	\$357,090	\$321,380
4	4.4	Educator Engagement and Local Assessment System	Yes	\$50,000.00	\$0
5	5.1	Counselor and Supports for Students Experiencing Homelessness	No	\$128,500	\$88,974.0
5	5.2	Family Engagement - Office of Family Engagement and Equity (OFEE)	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.3	Intervention Services for Students Experiencing Homelessness	No	\$0.00	\$0
5	5.4	Monitor needs of Students Experiencing Homelessness	No	\$0.00	\$0
5	5.5	McKinney-Vento Training	Yes	\$0.00	\$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,815,798	\$6,422,455.00	\$5,971,765.00	\$450,690.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID (7-12)	Yes	\$203,185.00	\$163,000		
1	1.2	Bridge Program (BHS)	Yes	\$270,980.00	\$256,500		
1	1.4	CTE Pathways (BHS)	Yes		\$115,000		
1	1.6	Math Support Classes (6-8)	Yes	\$210,000.00	\$180,200		
1	1.8	Cultural Competency Training	Yes		\$40,000		
1	1.10	ELD Support at each School (TK-12)	Yes	\$1,470,065.00	\$1,040,970		
1	1.11	ELD Teacher on Special Assignment (TK-12)	Yes	\$110,330.00	\$91,850		
1	1.15	Math Curriculum and Educator Engagement	Yes	\$50,000.00	\$50,000		
1	1.22	DIBELS Literacy Screener (K-2)	Yes	\$20,000.00	\$72,511		
1	1.23	English Learner Master Plan	Yes	\$43,500.00	\$43,500		
1	1.24	Integrated ELD Training and Support	Yes		\$70,000		
2	2.2	Response to Intervention and Instruction (RtI2) (TK-8)	Yes	\$1,226,805.00	\$1,056,500		
2	2.6	Math Support Classes (6-8)	Yes	\$210,000.00	\$180,200		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	PK Literacy Support	Yes	\$35,000.00			
2	2.13	English Learner supports for Summer School	Yes	\$50,000.00			
3	3.1	Student Welfare and Attendance Counselor (BHS)	Yes	\$88,500.00			
3	3.3	Family Engagement - Office of Family Engagement and Equity (OFEE)	Yes	\$815,000.00	\$623,865		
3	3.7	Restorative Justice Coordinators (BHS)	Yes	\$177,895.00	\$97,030		
3	3.8	Restorative Justice Counselors (6-8)	Yes	\$414,500.00	\$413,470		
3	3.9	LEAP Class (BHS)	Yes	\$128,000.00	\$101,750		
3	3.12	Intervention Counselors (BHS)	Yes	\$309,890.00	\$293,550		
3	3.21	Translation Costs	Yes	\$35,000.00			
3	3.22	District-wide Affinity Activity	Yes	\$10,000.00			
4	4.1	LCAP Evaluation	Yes	\$136,715.00	679,690		
4	4.3	Indirect Cost Reserve	Yes	\$357,090.00	\$352,179		
4	4.4	Educator Engagement and Local Assessment System	Yes	\$50,000.00	\$50,000		
5	5.5	McKinney-Vento Training	Yes	\$0.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$112,731,035	\$5,815,798	0%	5.159%	\$5,971,765.00	0.000%	5.297%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Berkeley Unified 2024-25 LCAP Required Actions

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

Berkeley Unified 2024-25 LCAP Required Actions

Required Action	School	Student Group	Indicator	Goal #	Action #
School Student Group Lowest Performance	Willard Middle	African American	Suspension	3	7
School Student Group Lowest Performance	Willard Middle	Socioeconomically Disadvantaged	Chronic Absenteeism	3	12
School-wide Lowest Performance	Berkeley Arts Magnet at Whittier	All Students	Chronic Absenteeism	3	12
School-wide Lowest Performance	Berkeley Technology Academy (Equity)	All Students	CCI	5	1
School-wide Lowest Performance	Cragmont Elementary	All Students	Chronic Absenteeism	3	12
School-wide Lowest Performance	Longfellow Arts and Technology Magnet	All Students	Chronic Absenteeism	3	12
School-wide Lowest Performance	Thousand Oaks Elementary	All Students	Chronic Absenteeism	3	12
School-wide Lowest Performance	Washington Elementary	All Students	Chronic Absenteeism	3	12

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	All Students (Gr 3-8, 11)	66.7%	67.2%	0.5%	2024 Data	2025 Data	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	30.0%	25.7%	-4.3%	TBD	TBD	15.0%	40.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	American Indian/Native Alaskan	21.4%	38.5%	17.1%	TBD	TBD	9.0%	47.5%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Asian	69.4%	70.5%	1.1%	TBD	TBD	9.0%	79.5%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Filipino	81.4%	80.9%	-0.5%	TBD	TBD	9.0%	89.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Hispanic/Latino	52.9%	53.1%	0.2%	TBD	TBD	15.0%	68.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Native Hawaiian/Pacific Islander	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Two or more races	73.9%	76.7%	2.8%	TBD	TBD	9.0%	85.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	White	83.0%	82.7%	-0.3%	TBD	TBD	9.0%	91.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	English learners	15.9%	15.9%	0.0%	TBD	TBD	15.0%	30.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Long Term English learners (Newly added)	only available starting 22/23	3.1%	n/a	TBD	TBD	9.0%	12.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Socioeconomically disadvantaged	40.1%	39.7%	-0.4%	TBD	TBD	15.0%	54.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Foster youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Students Experiencing Homelessness	20.7%	20.2%	-0.5%	TBD	TBD	15.0%	35.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP ELA	Students with Disabilities	25.2%	27.6%	2.4%	TBD	TBD	15.0%	42.6%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	All Students (Gr 3-8, 11)	57.5%	61.4%	3.9%	2024 Data	2025 Data	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	18.7%	20.3%	1.6%	TBD	TBD	15.0%	35.3%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	American Indian/Native Alaskan	7.1%	23.1%	16.0%	TBD	TBD	9.0%	32.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Asian	65.0%	68.1%	3.1%	TBD	TBD	9.0%	77.1%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Filipino	55.8%	58.7%	2.9%	TBD	TBD	9.0%	67.7%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Hispanic/Latino	42.7%	46.0%	3.3%	TBD	TBD	15.0%	61.0%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Native Hawaiian/Pacific Islander	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Two or more races	65.1%	70.9%	5.8%	TBD	TBD	9.0%	79.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	White	74.1%	77.2%	3.1%	TBD	TBD	9.0%	86.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	English learners	15.1%	18.4%	3.3%	TBD	TBD	15.0%	33.4%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Long Term English learners (Newly added)	only available starting 22/23	3.2%	n/a	TBD	TBD	9.0%	12.2%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Socioeconomically disadvantaged	30.8%	32.9%	2.1%	TBD	TBD	15.0%	47.9%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Foster youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Students Experiencing Homelessness	11.3%	10.3%	-1.0%	TBD	TBD	15.0%	25.3%
4a	1	% Met/Exceeded Standards for All Students - CAASPP Math	Students with Disabilities	22.5%	22.5%	0.0%	TBD	TBD	15.0%	37.5%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	All Students (K-2)	79%	81%	2%			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).	81.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	African-American	50%	56%	6%			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	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Asian	83%	83%	0%			maintain	83.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Filipino	<11 students	<11 students	n/a			n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Hispanic/Latino	65%	69%	4%			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	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Two or more races	89%	88%	-1%			maintain	88.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	White	85%	87%	2%			maintain	87.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	English learners	56%	57%	1%			15.0%	72.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Long Term English learners (Newly added)			n/a			n/a	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Socioeconomically disadvantaged	57%	62%	5%			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	n/a
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Students Experiencing Homelessness	19%	33%	14%			15.0%	48.0%
2a	1	% K-2 Students At/Above Benchmark - EOY DIBELS Composite	Students with Disabilities	37%	47%	10%			15.0%	62.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	All Students (3-5)	77%	80%	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).	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	African-American	42%	48%	6%			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	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Asian	76%	84%	8%			maintain	84.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Filipino	100%	81.80%	-18%			maintain	81.80%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Hispanic/Latino	66%	69%	3%			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	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Two or more races	85%	88%	3%			maintain	88.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	White	91%	92%	1%			maintain	92.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	English learners	31%	39%	8%			15.0%	54.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Long Term English learners (Newly added)			n/a			n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Socioeconomically disadvantaged	52%	55%	3%			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	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Students Experiencing Homelessness	37%	33%	-4%			15.0%	48.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Reading	Students with Disabilities	34%	42%	8%			15.0%	57.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	All Students (6-8)	72%	73%	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).	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	African-American	34%	36%	2%			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	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Asian	70%	71%	1%			9.0%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Filipino	80%	82.40%	2%			maintain	82.4%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Hispanic/Latino	55%	60%	5%			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	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Two or more races	83%	85%	2%			maintain	85.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	White	92%	88%	-4%			maintain	88.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	English learners	6%	30%	24%			15.0%	45.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Long Term English learners (Newly added)			n/a			n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Socioeconomically disadvantaged	42%	46%	4%			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	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Students Experiencing Homelessness	18%	20%	2%			15.0%	35.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Reading	Students with Disabilities	30%	33%	3%			15.0%	48.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	All Students (3-5)	75%	78%	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).	80.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	African-American	39%	46%	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	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Asian	78%	86%	8%			maintain	86.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Filipino	50%	45.50%	-5%			15.0%	60.5%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Hispanic/Latino	63%	65%	2%			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	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Two or more races	87%	84%	-3%			maintain	84.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	White	86%	89%	3%			maintain	89.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	English learners	37%	50%	13%			15.0%	65.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Long Term English learners (Newly added)			n/a			n/a	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Socioeconomically disadvantaged	51%	52%	1%			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	n/a
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Students Experiencing Homelessness	33%	36%	3%			15.0%	51.0%
2a	1	% 3-5 Students At/Above Benchmark - EOY Star Math	Students with Disabilities	34%	39%	5%			15.0%	54.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	All Students (3-5)	71%	71%	0%			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).	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	African-American	32%	30%	-2%			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	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Asian	79%	78%	-1%			2.0%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Filipino	66.70%	76.50%	10%			3.5%	80.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Hispanic/Latino	54%	58%	4%			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	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Two or more races	83%	84%	1%			maintain	84.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	White	87%	85%	-2%			maintain	85.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	English learners	29%	29%	0%			15.0%	44.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Long Term English learners (Newly added)			n/a			n/a	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Socioeconomically disadvantaged	43%	45%	2%			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	n/a
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Students Experiencing Homelessness	15%	18%	3%			15.0%	33.0%
2a	1	% 6-8 Students At/Above Benchmark - EOY Star Math	Students with Disabilities	29%	30%	1%			15.0%	45.0%
4e	1	% of English Learner students making progress toward English language proficiency on the ELPAC	All Students	58%	52.1%	-5.90%	2024 Data	2025 Data	All students will make at least a 5% total increase over three years to 57.1%	57.1%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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	All Students	22.3%	22.5%	0.2%	2024 Data	2025 Data	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	48.8%	52.8%	4.0%	TBD	TBD	-15.0%	37.8%
8a	1	% of high school students who receive end-of-course grades of D or F	American Indian/Native Alaskan	18.2%	< 11 students	N/A	TBD	TBD	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Asian	17.5%	17.7%	0.2%	TBD	TBD	-9.0%	8.7%
8a	1	% of high school students who receive end-of-course grades of D or F	Filipino	24.0%	23.8%	-0.2%	TBD	TBD	-9.0%	14.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Hispanic/Latino	31.4%	35.5%	4.1%	TBD	TBD	-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	TBD	TBD	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Two or more races	20.0%	17.5%	-2.5%	TBD	TBD	-9.0%	8.5%
8a	1	% of high school students who receive end-of-course grades of D or F	White	11.4%	9.4%	-2.0%	TBD	TBD	-9.0%	0.4%
8a	1	% of high school students who receive end-of-course grades of D or F	English learners	49.6%	46.2%	-3.4%	TBD	TBD	-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)			n/a	TBD	TBD	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Socioeconomically disadvantaged	41.0%	45.8%	4.8%	TBD	TBD	-15.0%	30.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Foster Youth	< 11 students	< 11 students	N/A	TBD	TBD	n/a	n/a
8a	1	% of high school students who receive end-of-course grades of D or F	Students Experiencing Homelessness	60.5%	65.8%	5.3%	TBD	TBD	-15.0%	50.8%
8a	1	% of high school students who receive end-of-course grades of D or F	Students with Disabilities	51.6%	58.3%	6.7%	TBD	TBD	-15.0%	43.3%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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~	All Students	21.6%	26.0%	4.4%	2024 Data	2025 Data	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	1.4%	3.0%	1.6%	TBD	TBD	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	27.3%	<11 students	n/a	TBD	TBD	n/a	n/a
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Asian	27.4%	26.2%	-1.3%	TBD	TBD	3.0%	29.2%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Filipino	13.8%	7.1%	-6.7%	TBD	TBD	3.0%	10.1%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Hispanic/Latino	15.1%	19.3%	4.1%	TBD	TBD	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	TBD	TBD	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	22.5%	27.9%	5.4%	TBD	TBD	3.0%	30.9%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	White	30.1%	36.3%	6.2%	TBD	TBD	3.0%	39.3%
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	English learners	0.7%	1.9%	1.2%	TBD	TBD	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	TBD	TBD	n/a	n/a
4g	1	% of students who passed an advanced placement (AP) examination with a score of 3 or higher~	Socioeconomically disadvantaged	7.2%	11.1%	3.9%	TBD	TBD	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	TBD	TBD	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	3.1%	4.3%	1.3%	TBD	TBD	5.0%	9.3%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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	2.5%	2.3%	-0.2%	TBD	TBD	5.0%	7.3%
4b	1	% of students meeting a-g requirements	All Students	62.1%	63.5%	1.4%	2024 Data	2025 Data	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	31.8%	26.3%	-5.5%	TBD	TBD	15.0%	41.3%
4b	1	% of students meeting a-g requirements	American Indian/Native Alaskan	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4b	1	% of students meeting a-g requirements	Asian	65.1%	66.7%	1.6%	TBD	TBD	9.0%	75.7%
4b	1	% of students meeting a-g requirements	Filipino	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4b	1	% of students meeting a-g requirements	Hispanic/Latino	50.6%	48.8%	-1.8%	TBD	TBD	15.0%	63.8%
4b	1	% of students meeting a-g requirements	Native Hawaiian/Pacific Islander	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4b	1	% of students meeting a-g requirements	Two or more races	61.3%	70.3%	9.0%	TBD	TBD	9.0%	79.3%
4b	1	% of students meeting a-g requirements	White	76.1%	79.4%	3.3%	TBD	TBD	9.0%	88.4%
4b	1	% of students meeting a-g requirements	English learners	0.0%	6.3%	6.3%	TBD	TBD	15.0%	21.3%
4b	1	% of students meeting a-g requirements	Long Term English learners (Newly added)			n/a	TBD	TBD	n/a	n/a
4b	1	% of students meeting a-g requirements	Socioeconomically disadvantaged	37.9%	33.3%	-4.5%	TBD	TBD	15.0%	48.3%
4b	1	% of students meeting a-g requirements	Foster Youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4b	1	% of students meeting a-g requirements	Students Experiencing Homelessness	23.1%	17.2%	-5.8%	TBD	TBD	15.0%	32.2%
4b	1	% of students meeting a-g requirements	Students with Disabilities	10.0%	14.1%	4.1%	TBD	TBD	15.0%	29.1%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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	All Students	23.3%	29.10%	5.80%	2024 Data	2025 Data	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	15.0%	15.20%	0.2%	TBD	TBD	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	TBD	TBD	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Asian	28.6%	34.80%	6.2%	TBD	TBD	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	TBD	TBD	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Hispanic/Latino	25.6%	28.70%	3.1%	TBD	TBD	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	TBD	TBD	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Two or more races	17.0%	29.70%	12.7%	TBD	TBD	3.0%	32.7%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	White	25.6%	32.00%	6.4%	TBD	TBD	3.0%	35.0%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	English learners	0.0%	0.00%	0.0%	TBD	TBD	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	TBD	TBD	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Socioeconomically disadvantaged	14.3%	18.00%	3.7%	TBD	TBD	5.0%	23.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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	Foster Youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Students Experiencing Homelessness	10.3%	6.90%	-3.4%	TBD	TBD	5.0%	11.9%
4d	1	% of students who meet a-g requirements AND complete a CTE pathway	Students with Disabilities	5.5%	4.70%	-0.8%	TBD	TBD	5.0%	9.7%
4c	1	% of students who graduate and complete a CTE pathway	All Students	33.3%	36.6%	3.3%	2024 Data	2025 Data	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	33.6%	30.3%	-3.3%	TBD	TBD	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	TBD	TBD	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Asian	34.9%	39.4%	4.5%	TBD	TBD	3.0%	42.4%
4c	1	% of students who graduate and complete a CTE pathway	Filipino	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Hispanic/Latino	40.2%	40.9%	0.7%	TBD	TBD	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	TBD	TBD	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Two or more races	25.5%	35.6%	10.1%	TBD	TBD	3.0%	38.6%
4c	1	% of students who graduate and complete a CTE pathway	White	31.9%	36.3%	4.4%	TBD	TBD	3.0%	39.3%
4c	1	% of students who graduate and complete a CTE pathway	English learners	10.0%	12.5%	2.5%	TBD	TBD	5.0%	17.5%
4c	1	% of students who graduate and complete a CTE pathway	Long Term English learners (Newly added)	<11 students	<11 students	n/a	TBD	TBD	3.0%	n/a
4c	1	% of students who graduate and complete a CTE pathway	Socioeconomically disadvantaged	29.8%	31.1%	1.3%	TBD	TBD	5.0%	36.1%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
4c	1	% of students who graduate and complete a CTE pathway	Foster Youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4c	1	% of students who graduate and complete a CTE pathway	Students Experiencing Homelessness	28.2%	13.8%	-14.4%	TBD	TBD	5.0%	18.8%
4c	1	% of students who graduate and complete a CTE pathway	Students with Disabilities	20.0%	17.6%	-2.4%	TBD	TBD	5.0%	22.6%
8a	1	State College/Career Indicator - Percent Prepared *based on incorrect a-g completion	All Students	NA	62.3%	NA			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	NA	28.9%	NA			15.0%	43.9%
8a	1	State College/Career Indicator - Percent Prepared	American Indian/Native Alaskan	NA	< 11 students	NA			n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Asian	NA	63.9%	NA			9.0%	72.9%
8a	1	State College/Career Indicator - Percent Prepared	Filipino	NA	< 11 students	NA			n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Hispanic/Latino	NA	59.8%	NA			15.0%	74.8%
8a	1	State College/Career Indicator - Percent Prepared	Native Hawaiian/Pacific Islander	NA	< 11 students	NA			n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Two or more races	NA	65.6%	NA			9.0%	74.6%
8a	1	State College/Career Indicator - Percent Prepared	White	NA	73.3%	NA			9.0%	82.3%
8a	1	State College/Career Indicator - Percent Prepared	English learners	NA	27.0%	NA			15.0%	42.0%
8a	1	State College/Career Indicator - Percent Prepared	Long Term English learners (Newly added)	NA		NA			n/a	n/a
8a	1	State College/Career Indicator - Percent Prepared	Socioeconomically disadvantaged	NA	45.0%	NA			15.0%	60.0%
8a	1	State College/Career Indicator - Percent Prepared	Foster Youth	NA	< 11 students	NA			n/a	n/a

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
8a	1	State College/Career Indicator - Percent Prepared	Students Experiencing Homelessness	NA	18.2%	NA			15.0%	33.2%
8a	1	State College/Career Indicator - Percent Prepared	Students with Disabilities	NA	20.7%	NA			15.0%	35.7%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	All Students	87.8%	92.5%	4.7%	2024 Data	2025 Data	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	85.0%	92.9%	7.9%	TBD	TBD	2.1%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	American Indian/Native Alaskan	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Asian	85.5%	94.3%	8.8%	TBD	TBD	0.7%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Filipino	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Hispanic/Latino	87.2%	91.4%	4.2%	TBD	TBD	3.6%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Native Hawaiian/Pacific Islander	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Two or more races	94.8%	95.4%	0.6%	TBD	TBD	maintain	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	White	87.3%	91.5%	4.2%	TBD	TBD	3.5%	95.0%
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	English learners	73.4%	82.5%	9.1%	TBD	TBD	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	not available from dataquest	n/a	TBD	TBD	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Socioeconomically disadvantaged	85.6%	92.8%	7.2%	TBD	TBD	2.2%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Foster Youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Students Experiencing Homelessness	78.9%	93.9%	15.0%	TBD	TBD	1.1%	maintain
5e	1	% of students who graduated (4 Year Cohort Grad Rate)	Students with Disabilities	73.8%	83.2%	9.4%	TBD	TBD	11.8%	95.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
4f	2	% of English Learner students reclassified as Fluent English Proficient	All Students	14.1%	17.0%	3.0%	2024 Data	2025 Data	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	8.1%	21.1%	12.9%	TBD	TBD	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	TBD	TBD	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Asian	13.0%	21.4%	8.4%	TBD	TBD	3.0%	24.4%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Filipino	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Hispanic/Latino	14.9%	15.1%	0.2%	TBD	TBD	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	TBD	TBD	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Two or more races	25.0%	8.3%	-16.7%	TBD	TBD	3.0%	11.3%
4f	2	% of English Learner students reclassified as Fluent English Proficient	White	12.1%	18.9%	6.7%	TBD	TBD	3.0%	21.9%
4f	2	% of English Learner students reclassified as Fluent English Proficient	English learners	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Spanish Speaking EL			n/a			n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Long Term English learners (Newly added)			n/a	TBD	TBD	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Socioeconomically disadvantaged	13.3%	17.1%	3.8%	TBD	TBD	3.0%	20.1%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Foster Youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
4f	2	% of English Learner students reclassified as Fluent English Proficient	Students Experiencing Homelessness	15.4%	0.0%	-15.4%	TBD	TBD	3.0%	3.0%
4f	2	% of English Learner students reclassified as Fluent English Proficient	Students with Disabilities	12.1%	16.7%	4.5%	TBD	TBD	3.0%	
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%	0.00%	2024 Data	2025 Data	Will maintain at 0%	

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
5d	2	% of high school students who have dropped out of school	All Students	11.20%	6.70%	-4.50%	2024 Data	2025 Data	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	13.20%	6.20%	-7.00%	TBD	TBD	-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	TBD	TBD	n/a	n/a
5d	2	% of high school students who have dropped out of school	Asian	13.00%	4.30%	-8.70%	TBD	TBD	-3.0%	1.3%
5d	2	% of high school students who have dropped out of school	Filipino	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
5d	2	% of high school students who have dropped out of school	Hispanic/Latino	13.10%	8.60%	-4.50%	TBD	TBD	-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	TBD	TBD	n/a	n/a
5d	2	% of high school students who have dropped out of school	Two or more races	5.20%	3.10%	-2.10%	TBD	TBD	-3.0%	0.1%
5d	2	% of high school students who have dropped out of school	White	11.00%	7.60%	-3.40%	TBD	TBD	-3.0%	4.6%
5d	2	% of high school students who have dropped out of school	English learners	25.80%	17.50%	-8.30%	TBD	TBD	-3.0%	14.5%
5d	2	% of high school students who have dropped out of school	Long Term English learners (Newly added)			n/a	TBD	TBD	n/a	n/a
5d	2	% of high school students who have dropped out of school	Socioeconomically disadvantaged	12%	6.30%	-5.70%	TBD	TBD	-3.0%	3.3%
5d	2	% of high school students who have dropped out of school	Foster Youth	<11 students	<11 students	n/a	TBD	TBD	n/a	n/a
5d	2	% of high school students who have dropped out of school	Students Experiencing Homelessness	15.80%	6.10%	-9.70%	TBD	TBD	-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	19.00%	14.20%	-4.80%	TBD	TBD	-3.0%	11.2%
5a	3	District Attendance Rate	All Students	94.90%	94.54%	-0.36%	2024 Data	2025 Data	All students will maintain or attain an attendance rate of at least 95% (see Appendix).	95.0%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
5a	3	District Attendance Rate	African-American	92.1%	92.3%	0.2%	TBD	TBD	2.7%	95.0%
5a	3	District Attendance Rate	American Indian/Native Alaskan	92.6%	94.0%	1.5%	TBD	TBD	1.0%	95.0%
5a	3	District Attendance Rate	Asian	96.1%	95.4%	-0.8%	TBD	TBD	maintain	95.0%
5a	3	District Attendance Rate	Filipino	95.5%	96.4%	0.9%	TBD	TBD	maintain	95.0%
5a	3	District Attendance Rate	Hispanic/Latino	94.1%	93.8%	-0.3%	TBD	TBD	1.2%	95.0%
5a	3	District Attendance Rate	Native Hawaiian/Pacific Islander	93.9%	92.4%	-1.5%	TBD	TBD	2.6%	95.0%
5a	3	District Attendance Rate	Two or more races	95.5%	94.8%	-0.7%	TBD	TBD	0.2%	95.0%
5a	3	District Attendance Rate	White	95.7%	95.3%	-0.4%	TBD	TBD	maintain	95.0%
5a	3	District Attendance Rate	English learners	93.5%	93.2%	-0.3%	TBD	TBD	1.8%	95.0%
5a	3	District Attendance Rate	Long Term English learners (Newly added)			0.0%	TBD	TBD	n/a	n/a
5a	3	District Attendance Rate	Socioeconomically disadvantaged	93.0%	92.7%	-0.3%	TBD	TBD	2.3%	95.0%
5a	3	District Attendance Rate	Foster youth	84.4%	94.5%	10.2%	TBD	TBD	0.5%	95.0%
5a	3	District Attendance Rate	Students Experiencing Homelessness	88.9%	89.4%	0.5%	TBD	TBD	5.6%	95.0%
5a	3	District Attendance Rate	Students with Disabilities	92.2%	92.3%	0.2%	TBD	TBD	2.7%	95.0%
5b	3	% of students who are chronically absent	All Students	13.0%	13.8%	0.8%	2024 Data	2025 Data	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%	26.3%	0.0%	TBD	TBD	-21.3%	9%
5b	3	% of students who are chronically absent	American Indian/Native Alaskan	20.0%	14.3%	-5.7%	TBD	TBD	-5.3%	9%
5b	3	% of students who are chronically absent	Asian	8.9%	9.9%	1.0%	TBD	TBD	-0.90%	9%
5b	3	% of students who are chronically absent	Filipino	14.3%	4.1%	-10.2%	TBD	TBD	maintain	9%
5b	3	% of students who are chronically absent	Hispanic/Latino	17.0%	17.5%	0.5%	TBD	TBD	-8.5%	9%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
5b	3	% of students who are chronically absent	Native Hawaiian/Pacific Islander	17.6%	25.0%	7.4%	TBD	TBD	-16.0%	9%
5b	3	% of students who are chronically absent	Two or more races	10.3%	12.9%	2.6%	TBD	TBD	-3.9%	9%
5b	3	% of students who are chronically absent	White	8.3%	9.3%	1.0%	TBD	TBD	-0.3%	9%
5b	3	% of students who are chronically absent	English learners	20.8%	21.3%	0.5%	TBD	TBD	-11.3%	9%
5b	3	% of students who are chronically absent	Long Term English learners (Newly added)			-%	TBD	TBD	n/a	
5b	3	% of students who are chronically absent	Socioeconomically disadvantaged	22.9%	24.7%	1.8%	TBD	TBD	-15.7%	9%
5b	3	% of students who are chronically absent	Foster youth	84.4%	<11 students	n/a	TBD	TBD	n/a	9%
5b	3	% of students who are chronically absent	Students Experiencing Homelessness	42.8%	13.8%	-29.0%	TBD	TBD	-4.8%	9%
5b	3	% of students who are chronically absent	Students with Disabilities	23.2%	23.7%	0.4%	TBD	TBD	-14.7%	9%
6a	3	% of students suspended once or more	All Students	2.0%	1.8%	-0.3%	2024 Data	2025 Data	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	8.1%	6.2%	-1.9%	TBD	TBD	-4.2%	<2%
6a	3	% of students suspended once or more	American Indian/Native Alaskan	3.7%	3.2%	-0.5%	TBD	TBD	-1.2%	<2%
6a	3	% of students suspended once or more	Asian	0.3%	1.3%	1.0%	TBD	TBD	maintain	<2%
6a	3	% of students suspended once or more	Filipino	0.0%	1.9%	1.9%	TBD	TBD	maintain	<2%
6a	3	% of students suspended once or more	Hispanic/Latino	2.3%	2.0%	-0.3%	TBD	TBD	maintain	<2%
6a	3	% of students suspended once or more	Native Hawaiian/Pacific Islander	0.0%		n/a	TBD	TBD	n/a	n/a
6a	3	% of students suspended once or more	Two or more races	1.5%	1.2%	-0.3%	TBD	TBD	maintain	<2%
6a	3	% of students suspended once or more	White	0.7%	0.6%	0.0%	TBD	TBD	maintain	<2%
6a	3	% of students suspended once or more	English learners	2.0%	1.8%	-0.2%	TBD	TBD	maintain	<2%

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6a	3	% of students suspended once or more	Long Term English learners (Newly added)			n/a	TBD	TBD	n/a	n/a
6a	3	% of students suspended once or more	Socioeconomically disadvantaged	4.3%	3.8%	-0.5%	TBD	TBD	-1.8%	<2%
6a	3	% of students suspended once or more	Foster Youth	15.8%	19.2%	3.4%	TBD	TBD	-17.2%	2.0%
6a	3	% of students suspended once or more	Students Experiencing Homelessness	9.1%	8.7%	-0.4%	TBD	TBD	-6.7%	2.0%
6a	3	% of students suspended once or more	Students with Disabilities	6.1%	5.8%	-0.3%	TBD	TBD	-3.8%	<2%
6b	3	% of students expelled	All Students	0.0%	0.0%	0.0%	2024 Data	2025 Data	All students will maintain a expulsion rate of less than 1% (see Appendix).	<1%
6b	3	% of students expelled	African-American	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	American Indian/Native Alaskan	0	3.2%	3.2%	TBD	TBD	-2.2%	<1%
6b	3	% of students expelled	Asian	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Filipino	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Hispanic/Latino	0	0.05%	0.05%	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Native Hawaiian/Pacific Islander	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Two or more races	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	White	0	0.03%	0.03%	TBD	TBD	maintain	<1%
6b	3	% of students expelled	English learners	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Long Term English learners (Newly added)		0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Socioeconomically disadvantaged	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Foster Youth	0	0	0	TBD	TBD	maintain	<1%
6b	3	% of students expelled	Students Experiencing Homelessness	0	0	0	TBD	C	maintain	<1%
6b	3	% of students expelled	Students with Disabilities	0	0	0	TBD	TBD	maintain	<1%
6c	3	% of students reporting "agree" or "strongly agree" for School Connectedness (annual CHKS survey)	All Students				TBD	TBD		

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	5th grade		81%		TBD	TBD	Maintain at or above 80% for elementary and across all available subgroups	81% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	African-American		80%		TBD	TBD	maintain	80% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian		82%		TBD	TBD	maintain	80% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino		80%		TBD	TBD	maintain	80% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races		81%		TBD	TBD	maintain	80% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White		83%		TBD	TBD	maintain	80% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	7th grade		64%		TBD	TBD	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%		TBD	TBD	18.0%	70% or higher

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian		63%		TBD	TBD	7.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino		63%		TBD	TBD	7.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races		64%		TBD	TBD	6.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White		72%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners		62%		TBD	TBD	8%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)		72%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities		49%		TBD	TBD	21.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	9th grade		63%		TBD	TBD	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%		TBD	TBD	14.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian		65%		TBD	TBD	5.0%	70% or higher

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino		61%		TBD	TBD	9.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander		n/a		TBD	TBD		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races		63%		TBD	TBD	7.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White		66%		TBD	TBD	4.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners		60%		TBD	TBD	10.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)		62%		TBD	TBD	8.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities		51%		TBD	TBD	19.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	11th grade		60%		TBD	TBD	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%		TBD	TBD	18.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Asian		56%		TBD	TBD	14.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Filipino		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Hispanic/Latino		55%		TBD	TBD	15.0%	70% or higher

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Native Hawaiian/Pacific Islander		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Two or more races		66%		TBD	TBD	4.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	White		66%		TBD	TBD	4.0%	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	English learners		70%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Long Term English learners (Newly added)		n/a		TBD	TBD		
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Socioeconomically disadvantaged		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Foster youth		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students Experiencing Homelessness		n/a					
6C	3	% of students reporting "agree" or "strongly agree" for School Connectedness	Students with Disabilities		55%		TBD	TBD	15.0%	70% or higher
6c	3	% of students reporting caring relationships with adults at school (annual CHKS survey)	All students				TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	5th grade		76%		TBD	TBD	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%		TBD	TBD	maintain	80% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting caring relationships with adults at school	Asian		75%		TBD	TBD	5.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino		n/a					
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino		75%		TBD	TBD	5.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander		n/a					

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	Two or more races		75%		TBD	TBD	5.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	White		76%		TBD	TBD	4.0%	80% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Foster youth		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	7th grade		65%		TBD	TBD	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%		TBD	TBD	8.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting caring relationships with adults at school	Asian		70%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino		n/a					
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino		62%		TBD	TBD	8.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander		n/a					
6C	3	% of students reporting caring relationships with adults at school	Two or more races		63%		TBD	TBD	7.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White		69%		TBD	TBD	1.0%	70% or higher

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% Growth Required to meet target internal only	Target for Year 3 Outcome
6C	3	% of students reporting caring relationships with adults at school	English learners		70%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)		72%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged		n/a					
6C	3	% of students reporting caring relationships with adults at school	Foster youth		n/a					
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness		n/a					
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities		66%		TBD	TBD	4.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	9th grade		67%		TBD	TBD	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%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting caring relationships with adults at school	Asian		63%		TBD	TBD	7.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino		n/a					
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino		65%		TBD	TBD	5.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander		n/a					
6C	3	% of students reporting caring relationships with adults at school	Two or more races		66%		TBD	TBD	4.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White		67%		TBD	TBD	3.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners		69%		TBD	TBD	1.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)		80%		TBD	TBD	maintain	70% or higher

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Foster youth		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Students Experiencing Homelessness		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities		70%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	11th grade		70%		TBD	TBD	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%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	American Indian/Native Alaskan		n/a					
6C	3	% of students reporting caring relationships with adults at school	Asian		71%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Filipino		n/a					
6C	3	% of students reporting caring relationships with adults at school	Hispanic/Latino		69%		TBD	TBD	1.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Native Hawaiian/Pacific Islander		n/a					
6C	3	% of students reporting caring relationships with adults at school	Two or more races		71%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	White		71%		TBD	TBD	maintain	70% or higher
6C	3	% of students reporting caring relationships with adults at school	English learners		65%		TBD	TBD	5.0%	70% or higher
6C	3	% of students reporting caring relationships with adults at school	Long Term English learners (Newly added)		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Socioeconomically disadvantaged		n/a		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Foster youth		n/a		TBD	TBD		

Priority	Goal	Metric	Student Group	21/22 Data	22/23 Data-BASELINE (* indicates different year baseline)	GROWTH or % Change (21/22 to 22/23)	2024-25 Data	2025-26 Data	% 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		TBD	TBD		
6C	3	% of students reporting caring relationships with adults at school	Students with Disabilities		72%		TBD	TBD	maintain	70% or higher