



## 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.

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# 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.

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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](mailto: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  
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