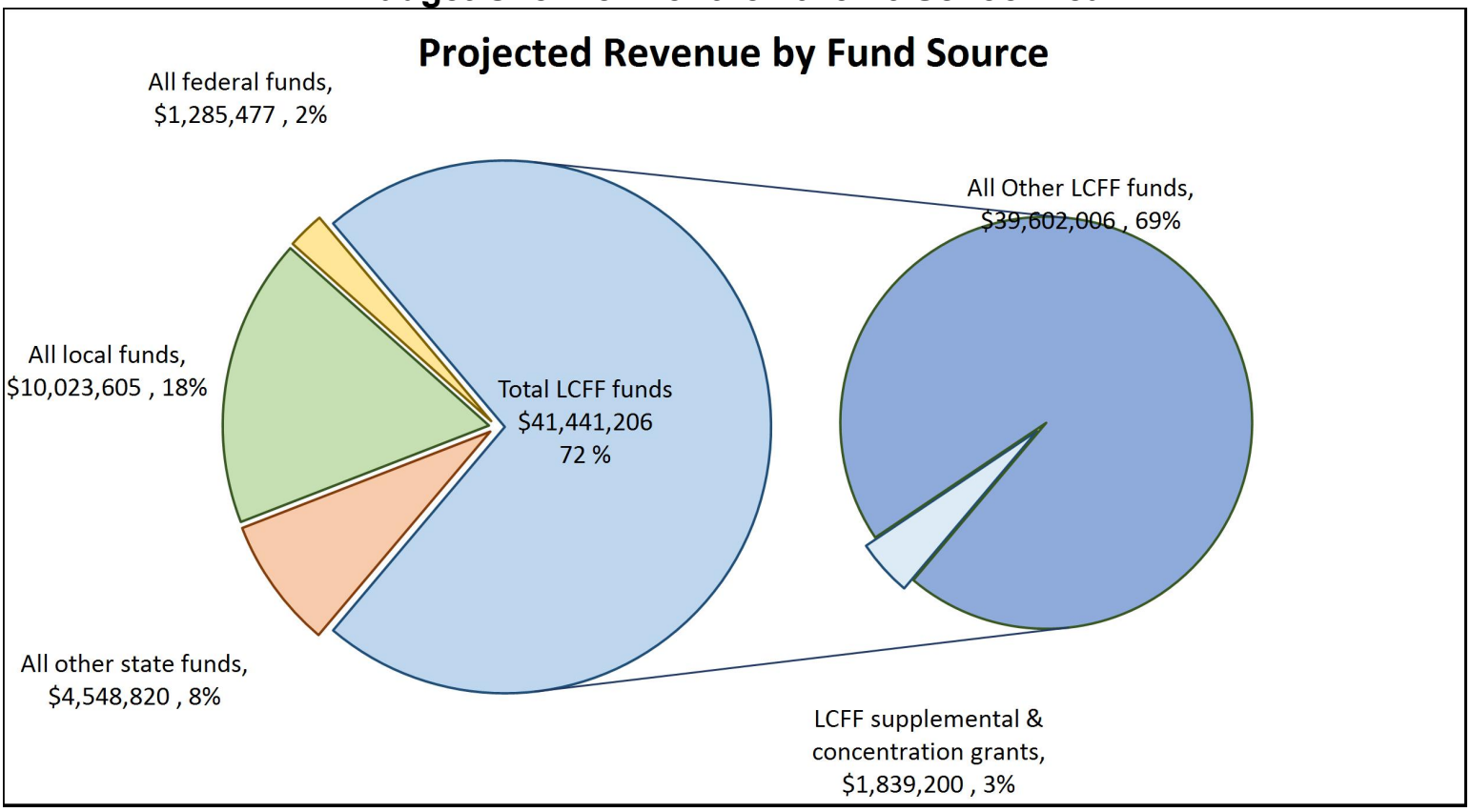
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Burlingame School District
CDS Code: 41-68882-0000000
School Year: 2025-26
LEA contact information:
Dr. Marla Silversmith
Superintendent
msilversmith@burlingameschools.org
(650) 259-3800

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

Budget Overview for the 2025-26 School Year

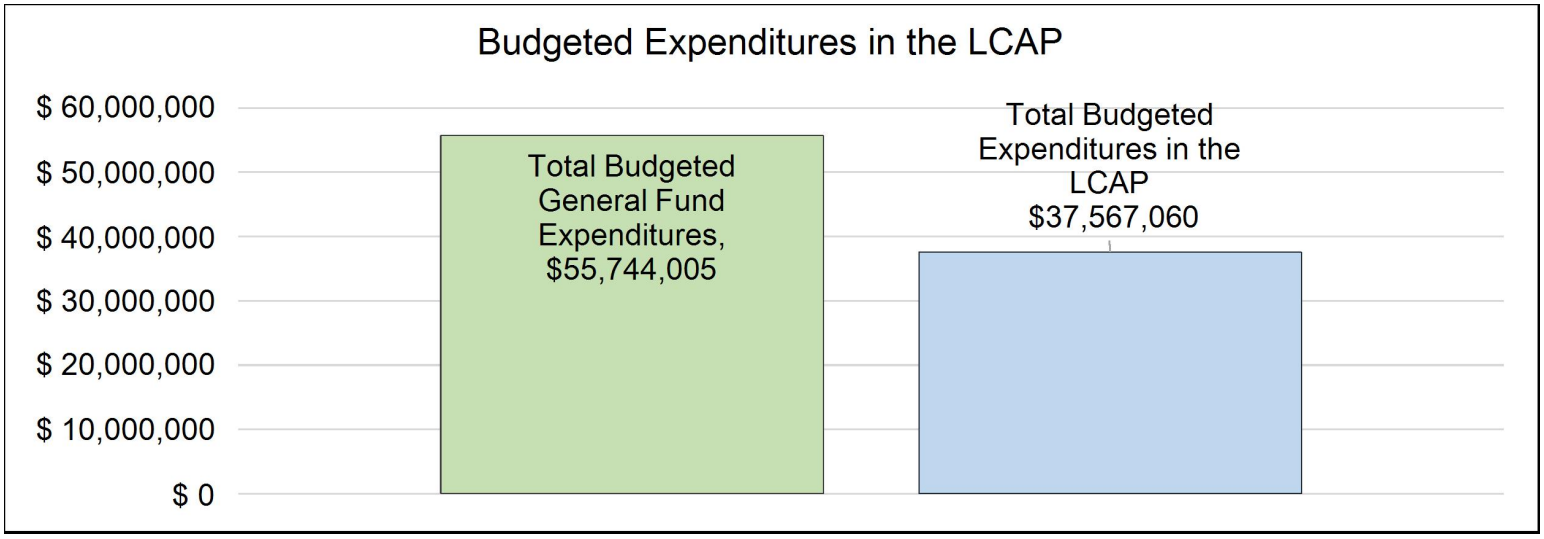


This chart shows the total general purpose revenue Burlingame School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Burlingame School District is $57,299,108, of which $41,441,206 is Local Control Funding Formula (LCFF), $4,548,820 is other state funds, $10,023,605 is local funds, and $1,285,477 is federal funds. Of the $41,441,206 in LCFF Funds, $1,839,200 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 Burlingame School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

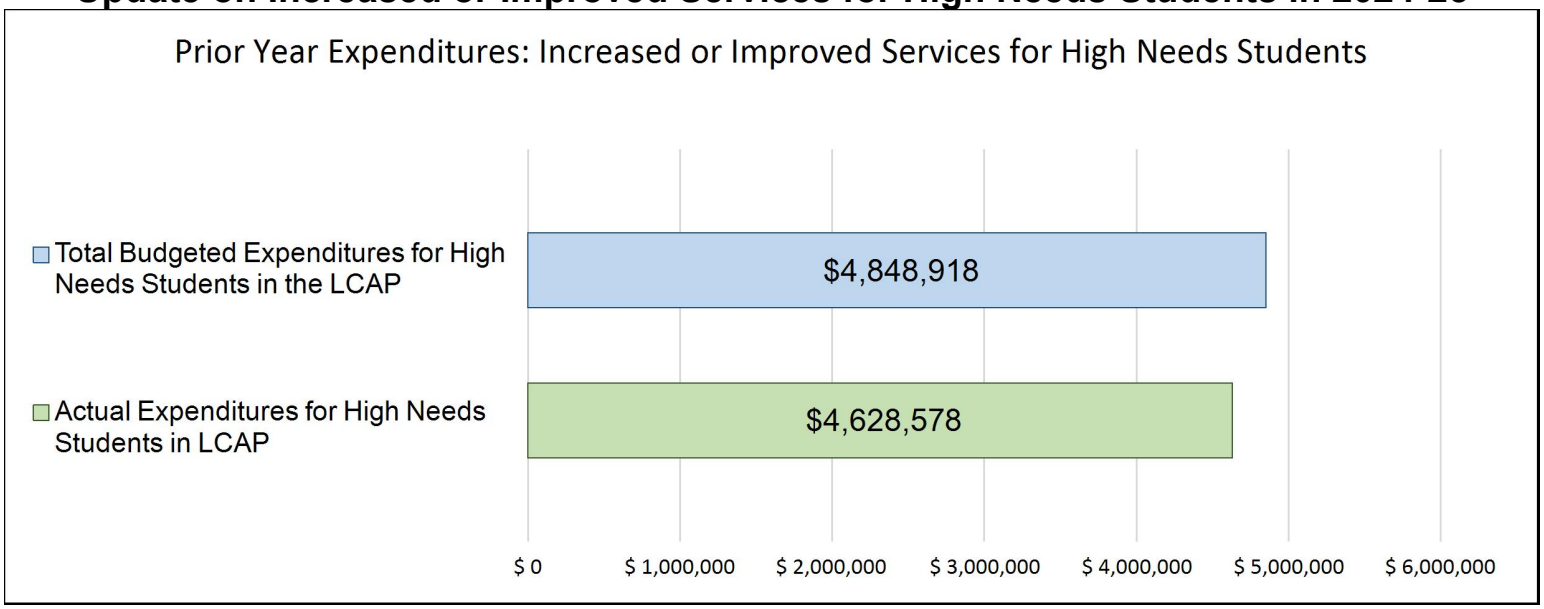
The text description of the above chart is as follows: Burlingame School District plans to spend $55,744,005 for the 2025-26 school year. Of that amount, $37567060 is tied to actions/services in the LCAP and $18176945 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Burlingame School District is projecting it will receive $1,839,200 based on the enrollment of foster youth, English learner, and low-income students. Burlingame School District must describe how it intends to increase or improve services for high needs students in the LCAP. Burlingame School District plans to spend $2784840 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Burlingame 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 Burlingame School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Burlingame School District's LCAP budgeted $4,848,918 for planned actions to increase or improve services for high needs students. Burlingame School District actually spent $4,628,578 for actions to increase or improve services for high needs students in 2024-25.

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
Burlingame School District	Dr. Marla Silversmith Superintendent	msilversmith@burlingameschools.org (650) 259-3800

Plan Summary [2025-26]

General Information

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

As of May 2025, the Burlingame School District (BSD) serves 3,402 students across seven schools from Preschool through 8th grade. According to the California Dashboard, our six elementary schools serve students from preschool through fifth grade, while our intermediate school serves students from sixth through eighth grade. BSD takes pride in its vibrant student body, which mirrors the rich diversity of the local community. The largest demographic groups include White students (33.7%), Asian students (29.2%), Hispanic or Latino students (17.6%), and students of two or more races (10.11%). Within our student population, based on our local data, 15.72% identify as multilingual, representing a spectrum of 39 different languages. Additionally, 16.4% of our students come from economically disadvantaged backgrounds, while those with disabilities constitute 7.2% of the student body.

The district continues to develop and implement many new programs and support services, focusing on equitable access to engaging learning for all students.

- Professional learning and coaching for teachers, administrators, and classified staff
- Response to Intervention Program and instruction
- Transitional Kindergarten at all six elementary sites
- Summer extended school year and summer enrichment for low-income students
- Spanish Dual Immersion program K-8
- Newcomer English Language Instruction
- Title I family education events and before/after school academic centers
- Integrated Visual and Performing Arts (VAPA) Program

- Science, Technology, Engineering, Arts, and Mathematics (STEAM) course offerings
- Integrated and Common Core-aligned web-based programs
- Social Emotional Learning (SEL) programs
- Bilingual support and translation resources
- Multi-tiered Systems of support
- Multiple different Affinity Groups for families and staff
- Mariachi Program for students in grades 3-8
- Extended Learning Opportunities, grades TK-6

Despite the average home value of $2.7 million (according to Zillow 2024, up from $1.8 million in 2017) in Burlingame, it has 427 students eligible for the National Free and Reduced Lunch Program, 15 homeless students, and 2 Foster youth students. Many of our low-income families live in apartments; often multiple family members in 1 bedroom, or the frequent need for relocation for affordable housing due to rent increases. As a result of economic challenges, students from low-income families enter school with gaps in language, literacy, and experience academic struggles. With the belief that every child deserves the opportunity to have a safe, engaging, and enriching education, BSD provides students with engaging and enriching experiences, such as math and science during the summer and before/after school centers, to help close the opportunity gaps.

Over the years, BSD has focused on building student engagement in school, resulting in dramatically fewer student suspensions. Implementing district-wide SEL programs, such as Kimochis and "Second Step," along with restorative practices, has contributed to building strong student connectedness and a healthy school climate. The goals in this plan have been established with a grounded focus on student equity, achievement, engagement, opportunities, and differentiated learning through the Common Core. Within the last three years, the Burlingame School District has adopted four core math, English, social studies, and science curricula in grades TK-8th. Furthermore, the district has employed a vast array of quantitative and qualitative metrics to support the planned actions and services for the future of BSD. In closing, the district celebrates the vision of "Challenging the leaders, thinkers, and creators of tomorrow" while fostering our mission to "Engage our community to build resilient, curious, compassionate, problem-solvers who are prepared for their future."

Reflections: Annual Performance

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

BSD strives to support the whole child by helping every student in at least one year's worth of growth in the following areas: behaviorally, academically, and socially-emotionally. Within BSD, we have formed the Justice, Equity, Diversity, and Inclusion committee, which meets monthly and reports to the Board of Trustees on areas where student groups are either over- or under-identified within our school district. Practices and policies that lead to both the over-representation of students from some ethnic groups and students of low socioeconomic status in areas such as special education and the under-representation in programs will be critically examined and modified. In the 2024-2025 school year, the district staff made priority standards for each grade level, ensuring clear academic benchmarks across all schools. When a student group is discovered to have a trend of being over- or underrepresented, a plan is then put in place to rectify the situation.

Some identified needs have been found from our California Dashboard data, while others are within our classrooms for higher levels of opt-in math or instrumental music. Below, you will see some of our areas of concentration and plans that have been implemented.
2024 California School Dashboard and CAASPP

English Language Arts (Grades 3-8):
*All Students: 60.3 points above standard
*Hispanic/LatinX: 8.5 points below standard
*Socioeconomically Disadvantaged (SED): 13 points below standard
*Current English Learners (EL): 19.4 points below standard
*Recently Reclassified Fully English Proficient (RFEP): 48.6 below the standard
*English Only (EO): 74.8 points above standard
*Students with Disabilities 46.4 points below the standard

Mathematics (Grades 3-8):
*All Students: 51.8 points above standard
*Hispanic/Latinx: 35.1 points below standard
*Socioeconomically Disadvantaged (SED): 31.3 points below standard
*Current English Learners (EL): 25 points below standard
*Recently Reclassified Fully English Proficient (RFEP): 10.5 points above standard
*English Only (EO): 61.4 points above standard

For the 2023 California Dashboard, BSD was in the Red on the California Dashboard indicators for Chronic Absenteeism:
Schools: Lincoln Elementary, Washington Elementary
Student Groups in LEA: All Students (All), English Learner (EL), Hispanic (H), Homeless Youth, Multiple/Two or More, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), White (W)
Student Groups within Schools: Burlingame Intermediate (EL, H, SED), Franklin Elementary (H), Lincoln Elementary (All, H, W), McKinley Elementary (EL, SED, SWD, Hispanic/Latinx), Roosevelt (EL, H, SED, SWD), Washington (All, EL, H, SED, W)

Student Groups in LEA: All Students (All), English Learner (EL), Hispanic (H), Homeless Youth, Multiple/Two or More, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), White (W)
Student Groups within Schools: Burlingame Intermediate (EL, H, SED), Franklin Elementary (H), Lincoln Elementary (All, H, W), McKinley Elementary (EL, SED, SWD, Hispanic/Latinx), Roosevelt (EL, H, SED, SWD), Washington (All, EL, H, SED, W)

The Burlingame School District (BSD) has chosen not to expend all Learning Recovery Emergency Block Grant (LREBG) funds during the 2025-26 school year. In 2.22, we will use $100,000 from LREBG to help fund our after-school enrichment program (ELO-P). We will be carrying over $37,848.54 into the 26/27.

BSD acknowledges that it has unexpended LREBG funds and will provide an explanation in the Plan Summary: Annual Performance prompt of the 2025-26 LCAP regarding how these funds will be expended in the outyears of 2026-27 and 2027-28.

Reflections: Technical Assistance

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

BSD is partnering with the San Mateo County Office of Education for technical assistance because it has been identified as a provider of Differentiated Assistance. We are currently being monitored at two schools: Roosevelt and McKinley.

BSD was identified in the Red on the California Dashboard indicators for Chronic Absenteeism in 23/24:
Schools: Lincoln Elementary, Washington Elementary
Student Groups in LEA: All Students (All), English Learner (EL), Hispanic (H), Homeless Youth, Multiple/Two or More, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), White (W)
Student Groups within Schools: Burlingame Intermediate (EL, H, SED), Franklin Elementary (H), Lincoln Elementary (All, H, W), McKinley Elementary (EL, SED, SWD, Hispanic/Latinx), Roosevelt (EL, H, SED, SWD), Washington (All, EL, H, SED, W)

BSD was placed into "monitoring" for Differentiated Assistance for 24/25, though no school had any student group data in the Red in the 24/25 Dashboard. Burlingame worked to improve communication around attendance, did more outreach, made and implemented school-wide plans, and focused on individual supports to help with attendance. Based on the eligibility for Differentiated Assistance (DA) on student outcomes in the area of chronic absenteeism for various student groups, we have worked with educational partners to develop an understanding of chronic absenteeism and the need to be in school for learning, academically, behaviorally, and socio-emotionally. This work included engagement with Targeted Affinity Groups, District English Learners Advisory Committee (DELAC), Parent Teacher Association (PTA), Families of African American Students Organization (FAASO), Asian American Pacific Islander (AAPI), Gay and Straight Alliance (GSA), the Mariachi Program with Parent Engagement, Special Education Local Plan Area (SELPA), Special Education District Advisory Committee, Burlingame Education Foundation (BCE), and the Principal's Leadership Team. We improved BP/AR understanding of Independent Study Packets and aligned District Calendars with holidays. Our Family and Community Engagement efforts focused on engaging families, caregivers, and the broader community in addressing chronic absenteeism by providing resources and support to families to help overcome barriers to attendance, such as transportation challenges or health concerns, hosting workshops or informational sessions for parents on the importance of regular school attendance and strategies to support student attendance, and collaborating with community organizations and social services agencies to provide additional support services to needy families.

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.

No schools in the Burlingame School District 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee (staff, parents, administrators, and other school staff) This committee included: 4 Classified Staff 7 Teachers 3 Site Administrators 2 District Administrators	Meeting Dates: October 24, 2024, December 5, 2024, February 27, 2025, and April 17, 2025 Meeting Activities: Throughout the academic year, the LCAC Committee, comprising staff, parents, administrators, educational partners, and other school personnel, convened four times to shape the Local Control and Accountability Plan (LCAP) trajectory. BSD LCAP Timeline The initial meeting on October 24, 2024, focused on a comprehensive review of the current LCAP, including a detailed analysis of its structure, schedule, and financial framework. Participants offered diverse perspectives, generating productive dialogue that identified both successful elements and opportunities for enhancement in the existing plan. The committee met on December 5, 2024, to review the mid-year LCAP update. Members had lively discussions, exchanging various ideas on better engaging the community and educational partners. The group also examined mid-year data and evaluated the LCAP mid-year review. The Mid-Year review was presented to the Board of Trustees on February 11, 2025.

Educational Partner(s)	Process for Engagement
	The committee gathered on February 27, 2025, where members carefully analyzed performance metrics, discussed implementation progress of key initiatives, and identified areas requiring additional attention. The group also began drafting questions for the upcoming staff, parent, and student surveys, focusing on gathering meaningful community input to inform future planning and resource allocation decisions. The April 17, 2025, committee meeting focused on ThoughtExchange engagement outcomes and prioritized recommendations for future LCAP initiatives. Participants collaborated to extract key insights shaping the upcoming LCAP goals and priorities. Throughout these deliberations, the committee served as a vital platform for educational partners to provide authentic feedback and make recommendations, ensuring that the LCAP remained reflective of the school community's collective vision and needs. These collaborative meetings were instrumental in establishing our strategic focus areas and specific measurable outcomes. Data presented during the February meeting revealed opportunity gaps for Multilingual Learners, prompting the committee to establish a goal of increasing English Language Development progress metrics by 15% and prioritize enhanced EL strategies, including targeted professional development for teachers, additional instructional aide support, and implementation of culturally responsive teaching practices. Attendance concerns surfaced across multiple sessions, particularly during the December mid-year update, where declining attendance patterns were identified as directly impacting student outcomes, leading to the establishment of a district-wide attendance improvement target of 95% daily attendance rate and the implementation of family engagement programs, early intervention systems for chronic absenteeism, and attendance recognition programs. The emphasis on science curriculum emerged from the October framework discussions, where committee members noted opportunities to strengthen Science, Technology, Research, Engineering, Art, and Mathematics (STREAM) programming. This

Educational Partner(s)	Process for Engagement
	engagement resulted in the goal to expand science curriculum offerings to include integrated STREAM components in 100% of elementary schools by 2025-26, with implementation actions including securing additional funding for science materials and equipment, providing teacher training in integrated STREAM methodologies, and establishing community partnerships with local STEM organizations. The need for expanded behavioral support through MTSS was highlighted during the April survey analysis, where community feedback consistently identified student well-being and behavioral interventions as critical priorities, leading to the goal of implementing comprehensive Multi-Tiered Systems of Support in all schools. The committee's recommendations also resulted in the decision to train staff in trauma-informed practices, hire additional school counselors and social workers, develop restorative justice programs, and establish partnership agreements with three local mental health organizations for expanded student services. These focus areas and their corresponding metrics, actions, and resource allocations represent the committee's data-informed response to identified needs across our school community, demonstrating how authentic stakeholder engagement directly shaped the LCAP's strategic direction and implementation framework.
BSD Students - Grades 5-8	Between April 8 and 19, 2025, BSD middle school students (grades 5-8) actively contributed to the district's LCAP goal-setting process through a structured initiative. Using a survey platform, students responded, "What are the most important things our district needs to think about to support each student over the next three years?" Classroom teachers facilitated meaningful learning using the survey and encouraged students to share diverse perspectives on their educational needs. This inclusive approach ensured student voices directly influenced the development of the district's new three-year plan.

Educational Partner(s)	Process for Engagement
	Through this collaborative process, students identified two key priorities: reducing class sizes and enhancing social-emotional learning opportunities to better address bullying-related issues. Beyond the formal LCAP process, middle school students also demonstrated their advocacy skills through a grassroots initiative to bring back chocolate milk to the lunch menu. Students organized a petition drive to gather names, developed a comprehensive presentation, and presented their case to the Board of Trustees. After receiving approval for a pilot program, the students collected data on the initiative's impact. They returned to present their findings to the board, showcasing their ability to engage in the full cycle of democratic participation and evidence-based advocacy. These findings demonstrate BSD's commitment to student-centered decision-making and will guide upcoming district improvements while empowering students to shape their educational environment actively. Actions were added to the LCAP based on feedback from the survey and student leadership. The students met both with administrators in person and with the use of a survey—the feedback given during both of these produced goals and actions within the LCAP.
Parents/Families This includes: District Advisory Committee (DAC) Special Education District Advisory Committee (SEDAC) PTA Council Extended Learning Opportunity Program (ELOP) Affinity Groups	The district engaged multiple advisory committees and community groups for input on the Local Control and Accountability Plan (LCAP). The District Advisory Committee (DAC) received presentations on the mid-year review and the LCAP plan and provided feedback on district progress and recommendations for future planning. The Special Education District Advisory Committee (SEDAC) held meetings to discuss and establish new goals for the year, focusing on special education services and student outcomes. No comments were received from the DAC that needed to go to the Superintendent.

Educational Partner(s)	Process for Engagement
	The PTA Council held multiple meetings to discuss district goals and community needs, with representatives sharing perspectives from their school sites. Extended Learning Opportunity Program (ELOP) families provided feedback through surveys about expanded learning opportunities and wraparound services. Affinity groups representing different cultural, ethnic, and identity-based communities held meetings and gave feedback toward district goals, focusing on educational equity and culturally responsive practices. This engagement process ensured that the LCAP reflects the priorities and needs of the school community. Actions were added to the LCAP based on the feedback given by these groups and meetings.
Staff: Certificated/Classified/Administration	The need for behavioral supports and training (MTSS) emerged from our collaborative meetings as well as work with the science curriculum and standards. Our district's educators and support teams provided critical feedback for our three-year planning process this spring. Following an introductory staff meeting, certificated and classified personnel—including classroom teachers, specialists, and support staff—participated in a digital survey from April 8-19, 2025. Class size emerged as a primary concern across all staff categories, reflecting the need for more manageable student-to-teacher ratios that allow for individualized attention and effective instruction. Behavioral supports ranked high, indicating staff recognize the need for additional resources and training to address challenging behaviors. Supports for students with special needs were another critical priority, highlighting the demand for enhanced resources and specialized training to serve diverse learners. Improved communication rounded out the top priorities, with staff valuing clearer channels of communication to coordinate efforts and share information about student progress.

Educational Partner(s)	Process for Engagement
San Mateo County of Education (SMCOE) Partners Special Education Local Plan Area (SELPA)	In collaborative sessions on October 17, 2024, and February 13, 2025, our district worked closely with San Mateo County Office of Education partners to address chronic absenteeism among targeted student groups—a key priority in our LCAP development. During our time in Differentiated Assistance, these partners provided customized guidance, essential resources, and strategic recommendations that strengthened our approach to attendance challenges. Thanks to this productive partnership and our focused implementation efforts, we have successfully progressed to the monitoring section of Differentiated Assistance. This advancement reflects our commitment to evidence-based interventions that effectively combat absenteeism while supporting academic achievement and student well-being across all demographics. Our refined strategies are a cornerstone of our LCAP's targeted support system.
Math/Science Committee	The Math/Science Committee, comprising staff and administrators, convened to review high-level district performance data in Math and Science. The committee's primary focus was to provide input on developing LCAP goals and priorities from their perspectives, specifically emphasizing these subject areas. Utilizing a digital platform, members shared their insights and recommendations, ensuring that the LCAP goals were informed by their collective expertise and experiences. The discussions around math and science education have also brought about a significant change to the Burlingame Intermediate Schedule, providing for more time dedicated to labs and math exploration. Through this collaborative effort, the committee aimed to enhance Math and Science education within the district, ultimately supporting student success in these critical academic domains. Actions were added to the LCAP based on feedback from these groups and meetings.

Educational Partner(s)	Process for Engagement
Parent/Families - Targeted underrepresented groups	From March to April 2025, we conducted targeted outreach to underrepresented groups in our parent and family community to gather feedback on LCAP goals and priorities for the upcoming three years. Committed to inclusivity, we ensured all voices contributed to our district's strategic plan. This outreach specifically engaged families from diverse backgrounds, including those with English learners and socioeconomically disadvantaged students. Our family coordinator connected with various affinity groups, including Asian American and Pacific Islander (AAPI), Latinx Family Network (LFN), Special Education District Advisory Committee (SEDAC), Arab Palestinian, Jewish Israeli, Gender Sexuality Alliances (GSA), Families of African American Students Organization (FAASO), and Mariachi and Expanded Learning Opportunities Program (ELO-P) Families. In these meetings, we discussed ways to improve belonging on the sites and in the district, ways to bring more people in, and ways to make sure everyone feels represented. Through these engagement efforts, we captured diverse perspectives from our parent community. Families shared their input via a ThoughtExchange survey (April 8-18, 2024), responding to the question: "What are the most important things our district needs to think about to support each student over the next three years?" Their feedback provided invaluable guidance for our LCAP development. By actively seeking input from underrepresented groups, we reinforced our commitment to equity and inclusion, ensuring our district's LCAP plan addresses the needs and priorities of all students and families. Actions were added to the LCAP based on the feedback from these surveys
Principals/Administrators/Other staff	Principals, administrators, and staff provided feedback on LCAP goals and priorities for 2025-2028 between April 8-19, 2025. Building on

Educational Partner(s)	Process for Engagement
	monthly discussions about improving student outcomes, we gathered targeted input from our administrative team through the ThoughtExchange digital platform. Principals specifically examined their individual schools' achievement data and developed targeted goals and action plans focused on improving attendance rates. We asked: "What are the most important things our district needs to think about to support each student over the next three years?" This inclusive approach allowed staff to share insights while anonymously commenting on colleagues' ideas, ensuring all educational partners' perspectives informed our LCAP development.
District Advisory Committee (DAC): Parents, Staff, Administrators, Community Members, Board Members	On September 16, 2024, the District Advisory Committee (DAC), comprising parents, staff, administrators, and community members, convened to review and analyze the ThoughtExchange results gathered from various educational partners. The committee played a crucial role in providing feedback and recommendations to inform the development of LCAP goals that closely align with the needs and priorities of the entire school community. During the September 16 meeting, members of the DAC meticulously examined the insights gleaned from the ThoughtExchange platform, considering the diverse perspectives and input shared by parents, staff, administrators, and other educational partners. Through thoughtful discussion and collaborative dialogue, the committee identified key themes and areas of focus to be integrated into the district's LCAP. Furthermore, at the follow-up session on January 27, 2025, the DAC underscored the importance of ensuring alignment between the LCAP and Single School Plan for Student Achievement (SPSA). Members discussed how the information gathered from the LCAP development process would serve as a foundational framework to support individual schools as they crafted their SPSAs. By leveraging the insights from the LCAP development process between September 2024 and May 2025, the DAC reaffirmed its commitment to fostering a comprehensive and coordinated approach to educational planning and decision-making. Through their collective

Educational Partner(s)	Process for Engagement
	efforts at the September 16, January 27, and May 12, 2025 meetings, the committee members aimed to ensure that the district priorities were reflected in the overarching LCAP and the targeted initiatives and goals outlined in each school's SPSA. This integrated approach is crucial for advancing the district's overarching mission of promoting student success and equity for the 2025-2026 academic year.
Special Education Local Plan Area Supporting Innovative Practices (SIP) Special Education District Advisory Committee (SEDAC)	We have held numerous meetings with our Special Education department and have been actively involved with our SELPA to develop supports for students with Special Needs who experience chronic absenteeism and academic challenges. Through this ongoing collaboration, we are also researching appropriate puberty education programs specifically designed for students with Intellectual Disabilities (ID) and Developmental Disabilities (DD). On April 28, we met with several statewide experts regarding these specialized puberty education programs to further inform our approach.
Teachers and staff (local bargaining units)	Teachers and all staff participated in an LCAP feedback survey from April 8-19, 2025. Both local bargaining units (BEA and CSEA) took part, using a data collection platform. Actions were added to the LCAP based on the feedback given on these surveys.

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

Engagement with educational partners is fundamental to the Burlingame School District. Educational Partners examples include:

-School-site meetings involving parents/guardians and families
-School Site Councils (SSCs)
-Parent Teacher Association (PTA) meetings
-Burlingame Community for Education Foundation
-Monthly Staff Meetings
-Monthly meetings with management and principal leadership teams
-Monthly Board of Trustees Meetings
-Periodic Board of Trustees Special Sessions
-Affinity Group meetings

-ThoughtExchange digital platform for grades 5-8 students, parents, certificated and classified staff, and administrators
-Continuous engagement throughout the year to gather feedback and make adjustments
-Consultation with San Mateo County Office of Education and Special Education Local Plan Area (SELPA) partners
-Advisory committees (e.g., Science and Math, Visual and Performing Arts, Student Wellness, etc.)
-Special Education Local Plan Area (SELPA) administrators
-San Mateo County Office of Education (SMCOE)

1. Students' perspectives:

The students' responses highlight the need for improvements in various areas to better support them. Key suggestions include providing higher-quality food, as many students feel hungry or dissatisfied with current options. They also emphasize the necessity for longer lunch and break times to enhance focus and well-being. Enhanced access to creative and engaging electives, improved Wi-Fi, and better, faster computers are frequently mentioned. Many students desire more respect and empathy from teachers, better-qualified educators, cleaner and better-equipped restroom facilities, and greater autonomy and trust regarding personal device usage and club creation. Lastly, the inclusion of extracurricular activities, sports teams, and better mental health support are repeated themes, underscoring the diverse and comprehensive needs of the student body.

2. Parents/Guardians' Perspectives:
The critical needs identified to support students over the next year emphasize reducing class sizes to enable individual attention, improving the teacher-to-student ratio, and securing adequate staffing, particularly for special education and ELL support. There is a call for better teacher support through competitive salaries, professional development, planning time, and emotional and professional respect. Safety, behavioral management, and inclusion also emerge as significant concerns, alongside the need for sufficient resources, planning, and consistent, highly qualified teaching staff. Enhancing arts education and ensuring equitable participation for all economic backgrounds are additional priorities.

3. Staff Perspectives:
The responses highlight the critical need for reducing class sizes to ensure individualized attention and better learning outcomes. Staff consistency, particularly retaining qualified and passionate teachers, is emphasized to minimize disruptions and foster a stable learning environment. Upgrading teacher recruitment efforts, offering competitive salaries, and providing comprehensive support for educators are essential measures to enhance educational quality. Addressing behavioral issues, improving safety and security, supporting differentiated learning, and promoting enrichment programs are aspects critical to supporting each student effectively over the next year.

4. Administrator/DO Staff Perspectives:
Key priorities for supporting students next year include reducing class sizes to allow for equitable learning and individual attention. Ensuring adequate staffing and resources, particularly for students with special needs and behavioral challenges, is crucial. Supporting teachers through enhanced professional development, sufficient planning time, and better compensation is emphasized. Other important points include improving inclusion for multilingual families and economically disadvantaged students, increasing support for English language learners, and enhancing school safety and campus infrastructure. Consistent communication between the board, administration, and teachers is also essential for addressing these needs effectively.

LCAP goals around attendance, student mental health, EL support, and student achievement were explicitly tied to the discussions and meetings held with all of these community groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	In the next three years, each grade level cohort of students in the BSD will receive high-quality, grade-level academic instruction along with appropriate behavioral and social-emotional support designed to meet their needs in an inclusive and supportive environment through implementing the Multi-Tiered System of Support (MTSS) framework. Attendance/absenteeism, suspensions/expulsions, and academic performance will all be used as indicators of progress towards this goal.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In addition to the 2023 California Dashboard results, our LCAP Committee and BSD staff's analysis of this year's district data reveals notable variations in academic outcomes among distinct student demographics. Specifically, English learners (ELs), socioeconomically disadvantaged (SED) individuals, Hispanic students, and students with disabilities (SWD) exhibit markedly different levels of achievement.

Our Hispanic EL students, those eligible for free and reduced lunch programs, and students with disabilities consistently demonstrate lower academic performance based on local and CAASPP data sources.

While our schools boast high-achieving students across all sites, our current educational system yields divergent outcomes for the above student groups. Consequently, we reaffirm our commitment to the Multi-Tiered System of Support (MTSS) initiative initiated during the previous LCAP development cycle. Recognizing the significance of supporting all student subgroups, particularly in addressing absenteeism, both the San Mateo County of Education (SMCOE) and Special Education Local Plan Area (SELPA) have emphasized the importance of this endeavor, especially as BSD is currently being monitored for Differentiated Assistance in 2025/26.

With the integration of the MTSS framework as an LCAP goal, our focus remains dedicated to the meticulous structuring of instructional tiers, behavioral interventions, and social-emotional support systems. This MTSS framework is a fundamental systematic approach rather than a

series of annual initiatives to eradicate the predictability of academic success or failure among students. Aligned with our Board's equity objectives, this concerted effort represents the necessary step forward in our educational journey.

Our district's charge is to ensure that all students are reading proficiently by the end of third grade and that all outgoing eighth graders are academically, social-emotionally, and behaviorally ready to embark on the challenges ahead.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC: Properly Credentialed Teachers	Data for the 2023-24 school year has not yet been released by the CDE. In 2021-22, 89.97% of teachers in the district were fully credentialed and properly assigned.	In 2023-24, 92% of teachers in the district were fully credentialed and properly assigned.		100% Properly Credentialed Teachers	We are currently, in 24/25, 3% above our baseline
1.2	SARC: Student access to instructional materials	100% of our students have access to instructional materials.	96.7% of our students have access to instructional materials.		100% of students	We have sustained and are at our goal in 24/25
1.3	SARC/FIT: Facilities in good repair/condition	100% of our facilities are in good repair.	100% of our facilities are in good repair.		100% of our facilities are in good repair.	We have sustained and are at our goal in 24/25
1.4	Implementation of Academic Content Standards as measured by essential standards and local assessments.	Full implementation of all curricular standards across all subjects and schools	Educators have identified all curricular priority standards for each grade level.		Full implementation and sustainability of all curricular standards across all subjects and schools.	We have sustained and are at our goal in 24/25
1.5	Chronic Absenteeism rate	2022-23 CA School Dashboard: 12.8% of students were	2023-24 CA School Dashboard: 9.4% of students were chronically		CA School Dashboard: <9% of students were chronically absent	We are currently, in 24/25, .4 away from our goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		chronically absent (red performance indicator).	absent (green performance indicator).			
1.6	Attendance rate	2022-23 attendance rate: 94.2%.	2023-24 attendance rate: 95.1%.		Attendance rate: 97%	We are currently, in 24/25, .9% about our baseline
1.7	Pupil Suspension	2022-23 CA School Dashboard: 0.6% of students were suspended at least one day.	2023-24 CA School Dashboard: 0.6% of students were suspended at least one day. (green performance indicator)		CA School Dashboard: <0.4% of students suspended at least one day.	We are currently, in 24/25, .2 away from our goal.
1.8	Pupil Expulsion Rate	2022-23 CA School Dashboard: 0% of students were expelled.	2023-24 CA School Dashboard: 0% of students were expelled.		CA School Dashboard: 0% of students were expelled.	We have sustained and are at our goal in 24/25
1.9	California Science Test	CAST 2022-23: 61.81% of students met or exceeded the standard.	CAST 2023-24: 64.15% of students met or exceeded the standard.		CAST 68% of students meet or exceeded the standard.	We are currently, using the 23/24 data, 2.35% above our baseline
1.10	California Assessment of Student Performance and Progress (CASPP)	2022-23 CA School Dashboard ELA: 74.93% met or exceeded standard Math: 70.43% met or exceeded standard	23/24 CA CAASPP Scores 75.33 met or exceeded Standards for ELA 71.34 met or exceeded Standards for Math		CA School Dashboard ELA: 85% met or exceeded standard Math: 80% met or exceeded standard	In 24/25, in discussion with our LCAP team and our District Advisory Committee we adjusted our goals to 85% met or exceeded in ELA and 80% met or exceeded in Math

Goal Analysis [2024-25]

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

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

We have made significant progress toward our goals through several successful initiatives. We effectively collaborated with a community organization for an academy, reestablished priority standards across the district, and successfully improved attendance rates by strategically deploying site-based resources. The school district demonstrated a strong commitment by implementing its educational technology integration strategy by acquiring listening comprehension, reading assessment, and digital content platforms. Our professional development program covered multiple domains, including literacy instruction through specialized reading programs and conversation training, mathematics pedagogy via university partnerships, classroom management, physical education enhancement, AI training, and language acquisition support.

We will implement direct standards development through assessment cycles and new programs with clear benchmarks and accountability mechanisms. We will engage with educational consultants to build a robust Professional Learning Community and allocate resources to establish a comprehensive district-wide and school-wide Multi-Tiered System of Supports (MTSS). These improvements will help us move beyond incremental advances to achieve substantial, measurable progress and transform our current efforts into sustainable success.

We found that we only used the communication platform a few times a year and that we could get the same amount of data, if not more, from another free platform, such as online survey tools.

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

The most significant variance occurred in our Induction funds, where we only spent $9,625 of the $40,000 that was budgeted, representing an underspending of $30,375. This substantial difference can be attributed to lower-than-anticipated participation in the induction program or potential cost-saving measures implemented during the year.

Another notable difference was due to a staffing vacancy in our Response to Instruction and Intervention (RTII) program that remained unfilled for the majority of the school year. This vacancy resulted in salary and benefit savings compared to what was initially budgeted for a fully staffed program.

Conversely, we experienced higher-than-budget expenditures in our Social-Emotional Learning (SEL) supports. This increased spending reflects the district's responsive approach to addressing emerging student needs in social-emotional well-being, a priority that warranted additional resources beyond initial projections.

These variances, while notable, did not significantly impact the district's overall fiscal health or our ability to deliver planned services to students. The district maintained fiscal responsibility while making necessary adjustments to address actual implementation needs throughout the academic year.

The funding change in 1.1 from 21,153,562 to $21,890,776 was due to a 3.5% salary increase
The funding change in 1.2 from $70,000 to $120,134 was due to adding a new AI reading program to help advance our goal and monitor the progress of our students.
The funding change in 1.6 from $28,000 to $0 was due to the elimination of our online survey program.
The funding change in 1.9 from $50,000 to $0 was due to not attending PLCs this year. We still plan to move ahead with this in the coming year.

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

Our actions to date have resulted in incremental progress toward our established goals. While we have made modest advances in several key areas, our approach has lacked the necessary structure for consistent measurement and accountability. The most effective elements have been our initial framework development and stakeholder engagement, which have created a foundation for future work. However, our implementation has been inconsistent, with varying degrees of adoption across different areas. The absence of a systematic assessment cycle has made it difficult to objectively quantify our progress and identify specific areas for improvement.

Moving forward, our work will focus on implementing a more direct approach to standards development and monitoring through the use of an assessment cycle and new assessment programs. This structured approach will enable us to establish clear benchmarks and create accountability mechanisms, ensuring consistent implementation. By developing more precise metrics to track and report outcomes, we can move beyond incremental advances to achieve more substantial and measurable progress toward our established goals. The implementation of these new assessment methodologies will provide the framework needed to transform our current progress into sustainable long-term success.

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.

While initial framework development and stakeholder engagement have created a foundation, implementation has been inconsistent. The absence of a systematic assessment has hindered objective progress tracking.

We will implement direct standards development through assessment cycles and new programs with clear benchmarks and accountability mechanisms. Teachers have begun using their monthly grade level meetings to learn about, discuss, and select the priority standards for their grade levels, work that will help move us forward with targeted data review, assessment, and intervention. We will engage with external partners to build a robust Professional Learning Community and allocate resources to establish a comprehensive district-wide and school-wide Multi-Tiered System of Supports (MTSS). These improvements will help us move beyond incremental advances to achieve substantial, measurable progress and transform our current efforts into sustainable 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I: Personnel: All teaching staff and site administrators	1. Highly qualified staff will provide grade-level instruction and any necessary differentiated support to each student in their classrooms. 2. Site administrators will oversee, support, and coach teachers in providing a multi-tiered support system. Previous allocation: $21,153,562	$21,645,375.00	No
1.2	Tier 1: Standards based materials: all subject areas	1. Grade-level, district-adopted curriculum will be provided to every student in each subject area. 2. Foundational Skills Curriculum (Phonics) will be purchased for all sites - This component will supplant the foundational skills component of the adopted curriculum. 3. Access to supplemental curated online materials (e.g., Newsela, Listenwise) will be provided. 4. Purchase of core curricular materials • Illustrative Math • Amplify • i-Ready 5. Replenishing or additional SEL curriculum will be purchased for sites.	$150,000.00	No
1.3	Tier I: Professional Development (PD) for all staff	1. The Multi-Tiered System of Support (MTSS) framework, tiers, and strategies will be implemented, and all staff will receive training over the next three years, as outlined in an articulated implementation plan. In the 2025-26 school year, the District Leadership and Site Leadership Team will define and implement Tier 1 structures and supports in academics, social-emotional support, and positive behavior interactions and guidelines. 2. In 2025-26, our professional learning will focus on PBIS, Science Instruction, Universal Design for Learning, and English Learner strategies.	$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. August PD will provide a relaunch of the MTSS framework, the fundamental approach to meeting students' needs at all levels. Professional learning will include the three focal areas as essential core components of the MTSS work: Universal Design Learning, Designing Inclusive Communities, and Collaboration Across Systems to Improve Student Outcomes. 4. Collaborative Structures: Staff will have opportunities to engage in grade-level learning exchanges, planning, and collaboration.		
1.4	Tier 1: Facilities in good repair	1. Maintain adequate staffing of maintenance team 2. All facilities will be maintained as per required standards	$2,498,826.00	No
1.5	Tier 1: Social Emotional Learning (SEL) supports	1. SEL Training (Second Step, Zones of Regulation, Kimochi) for all new and classified staff when appropriate 2. Behavioral Support training, such as de-escalation, will be provided to all support staff and those who need it. 3. Additional resources needed to support positive classroom environments will be purchased and prioritized.	$15,000.00	No
1.6	Thought Exchange Purchase	Purchase Thought Exchange for surveying of the district- NO LONGER USED going forward in 25/26	$0.00	No
1.7	Tier 1: General Ed and Special Ed connections and inclusive practices	1. Work collaboratively with Supporting Innovative Practice organization (SIP) to support co-teaching at the middle school level 2. Increase awareness of all teaching staff around the importance of universal design learning (UDL) to maximize student outcomes and learning 3. Increase an inclusive practice mindset to support our students with disabilities (SDW)	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Induction Program	Maintain enough mentor teachers to support incoming new teachers, as well as the induction program.	$40,000.00	No
1.9	Professional Learning Communities (PLC)	Professional learning communities (PLC): Administrators will engage in professional learning through organizations such as Solution Tree. By gaining a deeper understanding of the PLC structure and process, they will then guide teachers in planning, analyzing student work, and engaging in cycles of inquiry in order to develop professionally and collaboratively.	$50,000.00	No
1.10	Assessment Coordinator	Administrator to manage and organize local and state assessments.	$155,918.00	No
1.11	Performance Matters	Data and assessment platform to store student data. Provides for training of the program as well.	$35,000.00	No
1.12	CTE (Career Technical Education)	Continuing to support CTE at Burlingame Intermediate School- This was one year matching grant funding that will no longer be used.	$0.00	No
1.13	Tier 3: RTII Specialists	Provide 4.8 Response to Intervention and Instruction (RTII) Specialists at each elementary school site to provide targeted instructions for students working below grade level in literacy and math. The RTII Specialists will monitor assessment, provide interventions, pilot new intervention strategies, work with staff to improve classroom instruction, and provide trimester updates on progress.	$715,877.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	In the next three years, there will be a focus on specific targeted students: Foster, Unhoused, English Learners, Hispanic/Latinx, and Socio-Economically Disadvantaged students.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Targeted student groups:
Unduplicated pupils: Foster, Unhoused, English Learners, Socioeconomic, and Hispanic/Latinx students.
Student academic performance in both Mathematics and English Language Arts are areas that need significant improvement in BSD for key student groups, based on a review of the 2023 Dashboard and 2023-24 local data. Along with the ELPAC used for our English Language Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP: Grades 3-8	ELA - CA School Dashboard 2022-23 ALL: 58.6 points above standard EL: 9.6 points below standard SED: 9 points below standard Hispanic/LatinX: 12 points below standard Math - CA School Dashboard 2022-23	ELA - CA School Dashboard 2023-24 ALL: 60.3 points above standard EL: 19.4 points below standard SED: 13 points below standard Hispanic/LatinX: 8.5 points below standard		ELA - CA School Dashboard 2025-26 ALL: 80 points above standard EL: 0 points below standard SED: 0 points below standard Hispanic/LatinX: 0 points below standard	In 24/25 ELA ALL: 1.7 above baseline EL: 9.8 above baseline SED: 4 points below baseline Hispanic/LatinX: 2.5 above basline Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All: 51.5 points above standard Hispanic/Latinx: 35.1 points below standard SED: 31.3 points below standard EL: 14.4 points below standard	Math - CA School Dashboard 2022-23 All: 51.8 points above standard Hispanic/Latinx: 35.1 points below standard SED: 31.3 points below standard EL: 25 points below standard		Math - CA School Dashboard 2025-26 All: 80 points above standard Hispanic/Latinx: 0 points below standard SED: 0 points below standard EL: 0 points below standard	All: .3 points above baseline Hispanic/Latinx: maintained baseline SED: maintained baseline EL: 10.6 below baseline
2.2	Local Phonics Assessments	Students at or above grade level standard: Overall: 59% K: 58% 1: 58% 2: 59%	Students at or above grade level standard on mClass: Overall: 70% K: 63% 1: 66% 2: 78%		Students at or above grade level standard: Overall: 75% K: 75% 1: 75% 2: 75%	In 24/25 Overall: 11% above baseline K: 5% above baseline 1: 8% above baseline 2: 19% above baseline
2.3	Local Math Assessments	Students at or above grade level standard (K-2): Overall: 72.9% At benchmark: 25.2% Above benchmark: 47.7%	Students at or above grade level standard (K-2): 23/24 i-Ready Final Diagnostic Overall: 77% At benchmark: 14.5% Above benchmark: 62.3%		Students at or above grade level standard (K-2): Overall: 80% At benchmark: 20% Above benchmark: 60%	In 24/25 Overall: 4.1% above baseline At benchmark: 10.7% below baseline Above benchmark: 14.6% above baseline
2.4	English Language Proficiency Assessments for California	2022-23: 22.86% proficient.	For 23-24 there were 365 EL students		2025-26 40% proficient (Level 4 Well Developed)	In 24/25 Level 4: 5.33 below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 4 (Well Developed): 22.86% Level 3 (Moderately Developed): 33.77% Level 2 (Somewhat Developed): 21.04% Level 1 (Beginning to Develop): 22.34%	Level 4 (Well Developed) 64 students = 17.53% Level 3 (Moderately Developed) 135 students = 34.24% Level 2 (Somewhat Developed) 102 students = 27.94% Level 1 (Beginning to Develop) 64 students = 17.53%			Level 3: .47 above baseline Level 2: 6.87 above baseline Level 1: 4.81 below baseline
2.5	EL Progress Indicator (CA Dashboard)	CA School Dashboard 2022-23 - 56.6% making progress towards English Language proficiency. Maintained 0.3%	CA School Dashboard 2023-24 - 52% making progress towards English Language proficiency. Declined 4.7%		CA School Dashboard 2025-26 - 70% making progress towards English Language proficiency. Maintained 0.3%	In 24/25 Making progress towards English Language proficiency.-- 3.6% below baseline Maintained: 4.1% below baseline

Goal Analysis [2024-25]

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

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

The implementation involved working with educational organizations to improve educational outcomes. While minimal gains were achieved in overall performance metrics, the team believes their strategic approach will yield better results in upcoming state assessment scores. The implementation focused on creating a more structured and deliberate educational framework aimed at long-term improvement rather than immediate results. The team dedicated their efforts to identifying priority standards, creating better alignment between curriculum and assessments, and developing systems to facilitate the discussion and implementation of best practices. Notably, the team saw good improvement in early elementary reading, which represents a bright spot in their overall implementation efforts. To build on this success, they are adding literacy programs to provide additional support, with expectations that these early reading scores will continue to improve.

These actions appear to have been implemented according to plan, emphasizing creating more targeted and direct instructional approaches. The team views their work as laying a foundation for future improvements rather than producing dramatic short-term gains. We recognize that while the immediate impact on achievement metrics was minimal, this was anticipated as part of their longer-term strategy. The partnerships with educational organizations and developing more aligned instructional systems represent successful steps toward their objectives, positioning them well for improved outcomes in future assessments. The targeted addition of reading intervention programs demonstrates their commitment to reinforcing areas where they are seeing promising results, creating a strategic approach that balances building on strengths while addressing areas that need improvement.

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

The primary material differences between budgeted and estimated actual expenditures result from strategic budget reallocations and efficiency improvements identified during implementation. Action 2.18 was reduced to zero after determining that its objectives could be effectively achieved through existing Action 2.5, with the funding from 2.18 being transferred to Action 3.13, which now comprehensively covers all Special Education Aides, Full Inclusion Aides, and Behavioral Aides. Additionally, funds originally allocated to Action 2.2 were transferred to Action 1.3 to better align resources with priority needs and maximize impact. The organization also realized cost savings in Action 2.8, requiring less funding than initially projected, while Action 2.13 was refined to focus specifically on English Learner aides rather than its broader original scope. Action 2.20 was restructured to be funded fully through the ELO-P (Expanded Learning Opportunities Program), creating a more appropriate funding alignment for this initiative. Action 2.21 the currciulum was not purchased in 24/25 but will still be purchased in the future. Action 2.23 now reflects the actual amount spent on ELO-P for the year, which increased significantly due to higher than anticipated student participation in the program, resulting in additional funding to support the expanded enrollment. For Action 2.22, despite any budgetary adjustments, the organization still intends to make the same purchase for translation services as originally planned, ensuring continuity of language support services. These adjustments reflect a more targeted approach to resource deployment, ensuring that funding is directed toward the most effective strategies while consolidating related support services under unified actions and maintaining service quality while meeting established goals for improved services.

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

The actions implemented have shown limited effectiveness in progressing toward the goal, as evidenced by the "minimal gains in overall achievement" mentioned. Despite these modest immediate results, some signs suggest potential future effectiveness of the implemented strategies. The work completed with external educational partners has established a foundation the team believes "will pay off in our upcoming standardized test scores," indicating an anticipated delayed positive impact rather than immediate effectiveness. Focusing on making work "more targeted and direct" through identifying priority standards, aligning curriculum and assessments, and building systems for discussing and implementing best practices represents a systematic approach that addresses fundamental educational structures rather than seeking quick fixes.

While the immediate effectiveness has been limited in terms of measurable achievement gains, the actions appear to have been effective in establishing more coherent instructional systems and frameworks. The team's assessment suggests that they view these actions as part of a long-term improvement rather than expecting immediate, dramatic results. The effectiveness of these actions will ultimately be determined by

whether the anticipated improvements in standardized test scores materialize, but the groundwork appears to have been laid for potentially more significant future progress toward their goals.

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

Based on reflections on prior practice, the team has decided to maintain their foundational approach while expanding their focus areas. They will continue their established work on assessment and priority standards, which formed the core of their previous strategy. However, they are now broadening their Professional Learning initiatives to include three additional key areas: science instruction, English Learner (EL) strategies, and behavioral supports. This expansion indicates a reflection on their previous implementation, suggesting they recognized the need to address a wider range of educational components beyond their initial focus. The decision to maintain continuity with their assessment and standards work while simultaneously expanding into these new domains demonstrates a balanced approach that builds upon existing foundations rather than abandoning prior initiatives. These changes appear to result from a strategic assessment of where additional attention is needed to improve overall student outcomes beyond the "minimal gains" previously experienced.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1: Instruction	1. All students, including unduplicated pupils and Hispanic/Latinx, will receive daily instruction in language arts (reading and writing) and math, both whole group and small group instruction (Tier 1 & Tier 2), based on grade level standards using district-adopted curriculum. 2. Students with targeted needs will receive Tier 3A & Tier 3B (push-in or pull-out) intervention in language arts and math to ensure access to the core curriculum and essential standards. Additional math materials or resources to all grade levels to enhance and increase hands-on math experiences and mathematical conceptual mastery. 3. English Learners, including Long Term English Learners, will receive integrated English Language Development as part of their Tier 1 instruction.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Tier I: Professional Learning and Coaching	1. Provide professional learning to Grades 3-5 staff focusing on literacy development, assessments, and instructional routines to support all students, including unduplicated and Hispanic/Latinx pupils. 2. Provide professional development to site administrators to sustain instructional leadership for teachers and instructional assistants in strategies for teaching reading. This support is to maintain the early literacy work and training that the TK-2 teachers have received in the last two school years. 3. Provide Summer professional development to RTII specialists and teachers on "How English Works." The teacher leaders could support, coach, and guide classroom teachers in working strategically and effectively with English learners. 4. Provide professional development to Spanish Dual Language Teachers on "Spanish to English Transfer of Foundational Skills." The language teachers will further their instructional capacity to support students learning a second language. 5. Give 6-8 grade EL teachers time to plan using the core curriculum. 6. Provide RTII specialist and special education staff professional learning around Tier 3A intervention. 7. Provide classroom instructors professional development around ELD strategies to support Long Term English Learners.	$60,000.00	No
2.3	Tier 1: Collaborative Structures	1. Establish monthly TK-5 Grade Level Collaboration to allow teachers to engage in learning exchanges in Math and Science. They will deepen their understanding of grade-level standards, best practices, and student progress monitoring. 2. Establish district-wide professional learning days to review the MTSS framework as the fundamental and systemic approach to improving student outcomes for all students. The district-wide professional learning opportunities will include: Designing Innovative Communities. Leveraging the universal design learning to promote student outcomes Math Literacy: Foundational Skills for Upper-Grade Students Effective communication	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Local Assessments	1. Provide lower-level foundational and reading assessments 2. Provide math assessments in all grades	$40,000.00	No
2.5	Tier 1, 2, and 3A Instructional Aides (Site aide, TK assistant, regular instructional aides, and ECE)	1. Provide instructional aides at each elementary school site to provide students with Tier 1 and Tier 2 classroom support.	$1,373,780.00	No
2.6	Tier 3A: Instructional Materials	1. Additional materials for reading and math interventions will be purchased as needed. 2. Provide additional time for K-2 teachers to plan with phonics materials 3. Implement a digital platform as not only a screener, but also a progress monitoring tool. 4. Hold monthly data talks with site staff to discuss data improvement using digital platforms and other district-approved assessments.	$5,000.00	No
2.8	Tier 2: Supplemental Resources	1. Provide supplemental resources to support and improve student outcomes for all students, including the unduplicated pupils and Hispanic/Latinx. Digital Resources: curricular resources to support listening comprehension and language development Subscriptions and applications that support student literacy and math development	$35,000.00	No
2.12	Devices to Support Student Learning	Hardware to support student learning	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Tier 1: Program English Learner Development	1. Every English Learner (EL) student will receive instruction in ELD aligned with their language levels. Integrated units embedded in our core curriculum, focusing on language development and student-centered teaching strategies, will continue to be developed and shared with teachers across the district. 2. Primary language instruction in Spanish will continue to be supported at McKinley Elementary School 3. Provide an EL specialist who will ensure each EL student is ELPAC tested.	$86,669.00	Yes
2.15	Tier 1: English Language Development Professional Learning for staff	1. Professional Learning will be provided to staff in: Literacy professional development for all K-2 teachers Strategies for working with newcomers- 6-8 using core curriculum and RTII specialists using Benchmark Integrated units 2. Professional Development for Core Curriculum (ELD)	$5,000.00	Yes
2.16	Tier 1: Academic Materials	1. Provide appropriate ELD instructional and learning materials to support and promote EL student outcomes.	$5,000.00	Yes
2.17	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	1. Leverage the Family Engagement Coordinator to conduct outreach to EL families. 2. Leverage the Family Engagement Coordinator to hold affinity groups and community events to foster inclusivity and a sense of belonging.	$177,282.00	Yes
2.18	Program Monitoring	1. Leverage the Assessment and Special Project Coordinator to monitor student data and EL student progress and provide data to schools, administrators, and teachers to surface needs, successes, and promising practices.	$7,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Leverage the Performance Matters platform to store and monitor EL data.		
2.20	English Language Development Curriculum	Curricular materials and programs for ELD Based on the California School Dashboard data, English learner students persist as one of the student groups with consistently lower academic performance within BSD. Ensuring that students have the core instructional curriculum and materials is vital to their academic development.	$5,000.00	Yes
2.21	Translation Services	Provide digital translation to families in order to provide access, thus support student learning outcomes.	$10,000.00	Yes
2.22	Expanded Learning Targeted Instruction and Enrichment and LREBG fund use	Academic support outside of the school day. The Burlingame School District's after-school program is guided by a comprehensive framework that aligns with the district's overall educational philosophy. The BSD Mission, to "engage our community to build resilient, curious, compassionate problem-solvers who are prepared for their future," and Vision, of "challenging the leaders, thinkers, and creators of tomorrow," provide the foundation for this initiative. The program was specifically created to support historically marginalized students in closing the opportunity gap by providing 9 hours of daily support during the 180-day school year, plus 30 additional days of programming beyond the regular school calendar. This extended learning opportunity ensures consistent, year-round academic and social support. This program will provide students with exciting daily projects and activities that reinforce concepts learned during the school day. These may include arts and crafts, cooking, sports, science, music, technology, language development,	$700,000.00	No

Action #	Title	Description	Total Funds	Contributing
		field trips, and social and cultural exchanges. Following a hands-on, inquiry-based curriculum model, the program incorporates ideas from both students and staff, ensuring a student-centered approach that maximizes opportunities for exploration, discussion, and interaction. Our Expanded Learning Opportunities Program (ELO-P) uses hands-on, engaging, and student-centered experiences to help close the experience gap for underserved students, particularly those in transitional kindergarten through sixth grade. Research shows that active, hands-on learning improves academic outcomes and retention by engaging students in real-world application, while ELO-P effectively provides access to enrichment programs for marginalized student populations. We will use local and state-based assessments to look at the effectiveness of the program. We will use $100,000 from LREBG funding to help fund this program. This use of the funds is within the allowable uses for LREBG.		
2.23	Supplemental Curricular Resources	Including, but not limited to, virtual platforms and other curricular materials.	$5,000.00	Yes
2.24	Newcomer Support Identification	Initial and Summative ELPAC support	$96,721.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the academic achievement of Students with Disabilities (SWD) in English Language Arts (ELA) and Mathematics, with the goal of increasing the percentage of SWDs performing at or above standard by at least 10% annually.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The CAASPP 2022-23 ELA and Math results highlight a pressing need for targeted support for Students with Disabilities within our district.

CAASPP Results: The CAASPP results reveal that 36.88% of Students with Disabilities who participated in the Smarter Balanced Summative Assessments from grades 3-8 met or exceeded the standard for ELA, and 32.58% met or exceeded the standard for Math. These outcomes underscore significant opportunity gaps and indicate that Students with Disabilities face considerable challenges in meeting grade-level standards in both ELA and Math.

Burlingame School District believes that each and every student deserves instruction that is tailored to their specific strengths and needs, whether they are outlined in an Individualized Education Plan or not. Acting on this belief requires considerable resources from both a personnel and material standpoint. Proper staffing is an essential starting point, but the district strives to continuously build capacity in all staff by providing robust, evidence-based professional learning each year. Additionally, high-quality curriculum is paramount to ensuring that each student has appropriate access to grade-level content.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA	CAASPP ELA - Students with Disabilities 36.88% at or above standard	CAASPP ELA - Students with Disabilities 33.14% at or above standard		CAASPP ELA - Students with Disabilities: 50% at or above standard	In 24/25- 3.74% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	CAASPP Math	CAASPP Math: 32.58 at or above standard	CAASPP Math: 31.58% at or above standard		CAASPP Math - Students with Disabilities: 50% at or above standard	In 24/25- 1% below baseline
3.3	Local ELA Assessments	Students with Disabilities: 35% at or above benchmark	Students with Disabilities: 39.21% at or above benchmark		Students with Disabilities: 50% at or above benchmark	In 24/25- 4.21% above baseline
3.4	Local Math Assessments	Students with Disabilities: 32.3% at or above grade level standard	Students with Disabilities: 31.58% at or above grade level standard		Students with Disabilities: 50% at or above grade level standard	In 24/25 .72 below baseline

Goal Analysis [2024-25]

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

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

The 24/25 implementation focused primarily on mindset change among teachers regarding Students With Disabilities rather than direct instructional interventions. This approach resulted in CAASPP assessment data remaining relatively flat, which was anticipated given the nature of the work. Because of this relatively slow growth, we are adjusting our goal to 50% above standard for all metrics.

The implementation plan is now transitioning toward establishing more robust Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) structures. These frameworks are expected to enable closer monitoring of student progress and lead to targeted gains for specific student groups. Additionally, increased classroom inclusion for students with disabilities is expected to be a successful outcome of this implementation.

The information suggests that the initial phase focused on foundational changes in teacher perspectives, with the more structural and measurable components still in development. This implementation sequence—addressing mindset first before systems—represents a deliberate approach to creating sustainable change for Students With Disabilities.

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 3.13 - Support Staff Enhancement

The budget increased to account for numerous aides and support personnel throughout the district who were not captured in the original allocation.

Action 3.4 and 3.6 - Professional Development
Both goals experienced lower than budgeted expenditures because not all planned professional learning activities were conducted during the year.

Action 3.7 - Curriculum: We did not purchase the intended curriculum, but we still plan to purchase it in 25/26.

Action 3.12- Position Restructuring
The originally planned position was changed mid-year, and the allocated funding was redirected to help support the Deputy Superintendent position.

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

The specific actions taken so far appear to have limited effectiveness in terms of measurable academic outcomes, as evidenced by the "relatively flat" CAASPP assessment data. However, this result was anticipated since the initial focus was on changing teacher mindsets regarding Students With Disabilities rather than implementing direct instructional interventions.

Burlingame also worked to introduce the Supporting Innovative Practices (SIP) Academy. During this 3-day academy, a wide swath of teachers, staff, and administrators from the district looked at beliefs, examined current practices, discussed new systems, and looked to build practical next steps to design a more inclusive and effective learning environment for all students.

The effectiveness of the mindset change work is difficult to quantify at this stage, as it represents a foundational step rather than an end goal. The information suggests that this mindset shift is intended to create the conditions necessary for the next phase of implementation involving MTSS and UDL structures.

A significant organizational change occurred in December with the hiring of a Deputy Superintendent who took over the Special Education department, making the Director of Student Services position no longer necessary. This administrative restructuring represents an additional component of the implementation process, potentially streamlining oversight and aligning services for Students With Disabilities.

While current data doesn't show significant academic gains, the implementation may be considered strategically adequate as part of a longer-term approach that prioritizes sustainable systemic change over quick fixes. The true effectiveness of these actions will likely become more apparent as the MTSS and UDL frameworks are implemented, enabling both "closer monitoring" and "targeted gains" for Students With Disabilities, along with increased classroom inclusion.

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.

Because of this relatively slow growth, we are adjusting our goal to 50% above standard for all metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Educational Specialists	Speech and Language Pathologists, Psychologists, Resource Specialists, Special Day Classes, Occupational Therapy.	$3,316,941.00	No
3.2	Psychologist Interns	Support staff in understanding scaffolded supports in how students learn differently.	$76,890.00	No
3.3	Program Specialist	Monitor and support targeted intervention and instructional needs for students with disabilities.	$166,843.00	No
3.4	Professional Learning Tier II/Tier III ELA/ELD	Provide training for Dyslexia interventions.	$5,000.00	No
3.5	Professional Learning Tier II/Tier III Math	Provide time for scaffolded supports for targeted interventions in math. - Only a one year program	$0.00	No
3.6	De-Escalation Professional Development	Hands on training to maintain in school with behavior challenges.	$10,000.00	No
3.7	Curriculum Tier II/III ELA/ELD	Interventions for supports in targeted intervention and instruction.	$10,000.00	No
3.8	Extended School Year	Summer learning program for Students with Disabilities	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Supporting Innovative Practices	Through the Supporting Innovative Practices (SIP) grant.	$30,000.00	No
3.11	Transportation	Transportation between school and home	$180,000.00	No
3.12	Highly Qualified Administrator	Director of Student Support Services to oversee the Special Education department- Position is changed to Deputy Superintendent of Student Services	$151,559.00	No
3.13	Aide support for Tier 3B and Students with Disabilities (SPED Aides- including Full Inclusion Aides and Behavioral Aides)	1. Strategically assign instructional aides to schools to provide tier 2 and tier 3 small group support and help inclusion.	$1,975,916.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In the next three years, student, staff, and family engagement and connectedness to schools will improve through deliberate efforts to create a culturally responsive environment that is socially, emotionally, and physically safe, as measured by behavior data and the California Healthy Kids Survey (CHKS).	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The California Healthy Kids Survey results have provided valuable insights into the experiences and perceptions of students in both 5th and 7th grades across various aspects of school climate, safety, and well-being. These findings allow schools and educational partners to reflect on current practices and identify areas for improvement to create a safer, more supportive, and inclusive learning environment for all students.

In both 5th and 7th grades, the survey revealed a need to address issues related to student engagement and support systems within the school. While a significant percentage of students reported feeling connected to their school and motivated academically, there were concerns about boredom, lack of meaningful participation, and dissatisfaction with facilities upkeep. To address these challenges, we can and will implement strategies to enhance engagement, such as introducing interactive learning activities, fostering positive adult-student relationships, and providing more opportunities for student involvement in school-related activities and decision-making processes. Student voice is one area that we have been prioritizing to foster a greater sense of belonging.

The survey findings highlighted the importance of prioritizing school safety and addressing bullying issues, both in-person and online. While a majority of students felt safe at school, a significant percentage reported experiencing harassment or bullying, and concerns were raised about physical safety and the perceived presence of weapons on campus. Schools will take proactive measures to enhance safety protocols, strengthen anti-bullying initiatives, and promote a culture of respect and inclusivity to create a safer and more supportive school environment for all students.

Mental health emerged as a critical area of concern, with a notable percentage of students reporting experiences of social-emotional distress, chronic sadness, and thoughts of suicide. To support students' social and emotional well-being, schools will prioritize providing mental health resources, implement social-emotional learning programs, and promote positive well-being through resilience-building activities and a supportive school culture.

The survey underscored the importance of parental involvement in supporting student success and well-being. While efforts were made to promote parental involvement, there is room for improvement in fostering more robust partnerships between schools and parents. Schools will continue to engage parents as partners in the educational process through regular communication, family engagement events, and the provision of resources and support services to address students' social, emotional, and academic needs.

5h Grade: High-Level Summary of Indicators

School Engagement and Supports: This category focuses on the level of engagement, support, and overall positive environment within the school. Here's a breakdown of the key indicators:

-School connectedness: 81% of students feel connected to their school, indicating a sense of belonging and attachment.
-Academic motivation: A high percentage (86%) of students exhibit motivation towards academic activities, reflecting an eagerness to learn.
-School boredom: Only 26.5% of students report feeling bored, suggesting that most students find their educational experience engaging.
-Caring adults in school: 77.5% of students perceive caring adults within the school environment, which can contribute to a supportive atmosphere.
-High expectations-adults in school: A significant majority (87.5%) of students perceive that adults in the school have high expectations for their success, which can positively influence academic performance.
-Meaningful participation: Although lower at 45.5%, meaningful participation indicates opportunities for students to engage actively in school-related activities.
-Facilities upkeep: 74% of students report satisfactory upkeep of school facilities, which can contribute to a conducive learning environment.
-Parent involvement in schooling: 71% of students perceive parental involvement, which can enhance support networks for academic success.
-Social and emotional learning supports: 78% of students indicate the presence of social and emotional learning supports, indicating efforts to address holistic student development.
-Anti-bullying climate: 73% of students perceive a positive anti-bullying climate, suggesting efforts to foster a safe and inclusive environment.
-School Safety and Cyberbullying: This category assesses the safety of students both within and outside the school premises, as well as their exposure to cyberbullying. Key findings include:
-Feel safe at school: A vast majority (91%) of students feel safe within the school environment, indicating a positive perception of safety measures in place.
-Feel safe on way to and from school: Similarly, 91% of students feel safe during their commute to and from school, suggesting a perception of safety in the surrounding community.
-Physical safety: While incidents of physical aggression (hit or pushed) are reported by 30% of students, the prevalence is relatively low.
-Verbal aggression: A smaller percentage (29%) of students report experiencing verbal aggression, such as mean rumors or name-calling, indicating areas for improvement in interpersonal dynamics.
-Weapon presence: Only 6% of students report seeing a weapon at school, indicating a relatively low incidence of serious safety concerns.
-Cyberbullying: 14% of students report experiencing cyberbullying, highlighting the need for continued efforts to address online harassment.
-School Disciplinary Environment: This category evaluates perceptions of discipline-related policies and practices within the school. Key indicators include:
Rule clarity: 84% of students perceive clarity in school rules, which can contribute to a transparent disciplinary framework.

Student behavior: While 61% of students perceive their peers as well-behaved, there is room for improvement in maintaining positive behavior.
Fair treatment: 67% of students feel they are treated fairly when they break the rules, indicating a perceived level of fairness in disciplinary actions.
Respectful treatment: A significant majority (93%) of students feel respected by school staff, reflecting positive interpersonal dynamics within the school environment.
Mental Health: This category assesses students' emotional well-being and mental health. Key findings include:
Frequent sadness: Only 10% of students report frequent feelings of sadness, suggesting a relatively low prevalence of negative emotional experiences.
Wellness: Most (83%) students report overall wellness, indicating positive mental health outcomes.

7th Grade: High-Level Summary of Indicators

School Engagement and Supports: This category examines student engagement, academic motivation, and support systems within the school environment.

-School connectedness: 62% of students feel connected to their school, indicating a moderate sense of belonging.
-Academic motivation: 67% of students are motivated towards academic activities, though slightly lower than the 5th-grade level.
-School boredom: 44% of students find school boring, suggesting a significant proportion of students may struggle with engagement.
-Perception of school value: A relatively low percentage (12%) of students view school as worthless or a waste of time.
-Monthly absences: 11% of students report three or more absences per month, which may indicate attendance issues.
-Maintaining focus on schoolwork: Only 39% of students report consistently maintaining focus on their schoolwork, indicating potential challenges with attention and concentration.
-Caring adult relationships: 55% of students report having caring adult relationships within the school, which can positively impact student well-being and academic success.
-High expectations-adults in school: 71% of students perceive high expectations from adults in the school, which can influence academic performance and behavior.
-Meaningful participation: Only 22% of students report engaging in meaningful participation, indicating opportunities for increased student involvement.
-Facilities upkeep: A low percentage (35%) of students perceive satisfactory upkeep of school facilities, suggesting potential concerns about the physical environment.
-Promotion of parental involvement in school: 52% of students perceive efforts to promote parental involvement, indicating a moderate level of engagement from parents.
-School Safety and Cyberbullying: This category assesses perceptions of safety within the school environment and experiences of in-person and online bullying.
-Perceived school safety: 65% of students perceive the school as very safe or safe, indicating a moderate level of confidence in safety measures.
-Experience of harassment or bullying: 35% of students report experiencing harassment or bullying, highlighting areas for improvement in fostering a supportive environment.

-Rumors and lies: 35% of students report mean rumors or lies being spread about them, indicating challenges with interpersonal dynamics.
-Fear of physical violence: 13% of students report being afraid of being beaten up, suggesting concerns about physical safety.
-Physical fights: 10% of students report being involved in a physical fight, indicating instances of conflict within the school environment.
-Weapon presence: 9% of students report seeing a weapon on campus, indicating a relatively low but existing level of safety concern.
-Cyberbullying: 30% of students report experiencing cyberbullying, indicating the prevalence of online harassment among peers.
-Social and Emotional Health: This category explores students' emotional well-being and mental health.
-Social-emotional distress: 18% of students report experiencing social-emotional distress, suggesting challenges in managing emotions and relationships.
-Chronic sadness/hopelessness: 17% of students report experiencing chronic sadness or hopelessness, indicating potential mental health concerns.
-Consideration of suicide: 10% of students report having considered suicide, highlighting the need for mental health support and intervention.
-Optimism: 61% of students report feeling optimistic, indicating a moderately positive outlook.
-Life satisfaction: A majority (73%) of students report high levels of life satisfaction, suggesting overall positive perceptions of well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CHKS	Results from 2022-23 Survey Participation - 5th: 71%, 7th: 100% School Connectedness - 5th: 81%, 7th: 55% Academic Motivation - 5th: 90%, 7th: 63% Social Emotional Learning Support - 5th: 81%, 7th: n/a School Safety - 5th: 90%, 7th: 57%	Survey Participation - 5th: 80%, 7th: 97% School Connectedness - 5th: 81%, 7th: 62% Academic Motivation - 5th: 78%, 7th: 67% Social Emotional Learning Support - 5th: 78%, 7th: n/a School Safety - 5th: 91%, 7th: 65%		Survey Participation - 5th: 100%, 7th: 100% School Connectedness - 5th: 90%, 7th: 75% Academic Motivation - 5th: 90%, 7th: 80% Social Emotional Learning Support - 5th: 90%, 7th: n/a School Safety - 5th: 90%, 7th: 75%	23/24 Survey Participation - 5th: 9% above baseling, 7th: 3% below baseline Academic Motivation - 5th: 12% below baseline, 7th: 4% above baseline Social Emotional Learning Support - 5th: 3%, below baseline School Safety - 5th: 1% above baseline, 7th: 8% above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Suspension Rate for All Students	2022-23 CA School Dashboard: 0.6% suspended at least one day	2023-24 CA School Dashboard: 0.6% suspended at least one day		CA School Dashboard: 0.5% suspended at least one day	Number remained the same
4.3	Chronic Absenteeism	2022-23 CA School Dashboard: 12.8% chronically absent.	2023-24 CA School Dashboard: 9.4% chronically absent.		CA School Dashboard: 5% chronically absent.	3.4% improvement below baseline
4.4	Participation Rates in School Community Events	The average attendance of our Open House events at all sites.	Still in progress		Attendance at the of the top three attended PTA meetings will increase by at least 50% from the year one outcome.	In progess
4.5	Participation Rates in School Extracurricular Activities	Percentage of students who are involved in at least one school sanctioned activity, club, or team	24/25 17.5% of middle school students students were involved in at least one school sanctioned activity, club, or team		Percentage of students who are involved in at least one school sanctioned activity, club, or team will increase by at least 50% from the year 1 outcome.	In progress

Goal Analysis [2024-25]

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

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

The district reached its suspension rate goal very close, with just a 0.1% difference between the goal (0.5%) and the actual outcome (0.6%). This represents significant progress in reducing disciplinary incidents requiring suspension. The near achievement of this goal demonstrates the effectiveness of positive behavior interventions implemented throughout the year.

While the chronic absenteeism rate of 9.4% improved from previous metrics, it remained significantly higher than the ambitious 5% goal. This indicates that despite some positive movement, additional strategies may be needed to address attendance challenges. The considerable

gap between the chronic absenteeism goal and actual outcome (4.4%) suggests this area requires additional focus and potentially revised strategies in the coming year.

The California Healthy Kids Survey data has remained notably consistent year to year, showing stable trends across measured indicators despite increased participation rates, particularly in 5th grade. This consistency in results, even with a broader respondent base, reinforces the reliability of the findings and suggests that the district's climate and student wellness factors have maintained steady levels. The increased participation in 5th-grade surveys, while not significantly altering overall results, provides a more comprehensive representation of student experiences and strengthens the validity of the data being used for decision-making.

Both attendance and behavioral metrics show improvement over previous years, indicating positive momentum in the school's approach to student behavior and attendance. However, the persistent barriers to regular attendance must be addressed more comprehensively to bring chronic absenteeism closer to the target in future years.

A key factor contributing to the improved behavioral outcomes was our work with Supporting Innovative Practices (SIP) to form a 3-day academy held throughout the year for our staff, administration, teachers, and district support staff. The academy worked to look at staff mindsets, establish goals for belonging, explore new ideas, and give room for school district members to come together and plan for ways to build inclusionary practices into the district. This professional development initiative has been instrumental in fostering a more supportive school environment and likely contributed to the near-achievement of our suspension rate goal.

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 4.3's decreased expenditures resulted from transferring the psychologist position to Action 3.1 for better program alignment. The district added three new counselors to Action 4.3, three District Nurses to Action 4.2, three Behavior Intervention Specialists and the District Behaviorist to Action 4.4 (totaling $346,074). Action 4.6 was reduced as the program didn't need as much as we had intended. Action 4.7 spent less than the budgeted amount on professional learning, although the district plans to continue these initiatives. The net result includes seven additional mental health and behavioral support professionals, plus District Nurses, expanding student support services while ensuring proper position categorization across action items.

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

Our California Healthy Kids survey data for both 5th and 7th grade remained the same: The suspension rate goal was nearly achieved, with only a 0.1% difference between the target (0.5%) and actual outcome (0.6%). This demonstrates the effectiveness of the behavioral intervention strategies implemented. The school's approach to discipline has shown measurable success in reducing suspensions, indicating that the positive behavior interventions have been working as intended.

However, the chronic absenteeism interventions have shown limited effectiveness to date. While there was some improvement, the 9.4% chronic absenteeism rate remained significantly higher than the 5% goal. This substantial gap suggests that the current attendance strategies require strengthening or reconsideration.

The automated attendance tools we have recently adopted have begun to reduce staff time spent on attendance monitoring by automating communication with families. The positive reinforcement mailings celebrating attendance successes have created some improvement, but haven't yet achieved the targeted impact. School-branded mail sent to educate families about the importance of attendance has helped establish communication channels, but additional outreach methods may be needed.

The customizable dashboards have been somewhat effective in identifying tardiness and truancy trends, allowing earlier intervention with at-risk students. However, the data suggests refining our approach to these early interventions. Mailing letters home on school letterhead in families' home languages has created stronger connections than digital-only communication, but hasn't fully resolved the absenteeism issues.

Integration with our student information system has provided a more holistic view of attendance patterns, revealing that missed learning occurs beyond full-day absences. This comprehensive measurement approach has highlighted new attendance challenges. While this improved data tracking represents progress, the gap between our goal and current reality indicates we must enhance our response to the information we're gathering.

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.

We have recently made an important change to how we measure parent participation across our district schools in Goal 4.4.

Previously, we used attendance at PTA meetings as our primary metric for parent engagement. However, we found this approach to be too restrictive, as many parents who are actively involved in their children's education may not attend these meetings due to scheduling conflicts, work commitments, or other factors. Additionally, we recognized that PTA participation may not always align directly with overall school engagement.

Moving forward, we will collect parent participation data at our Open Houses across the district. This change will provide a more inclusive and comprehensive measurement of family engagement, as Open Houses typically attract a broader cross-section of our parent community.

This adjustment will help us better understand actual participation rates and develop more effective strategies for family engagement throughout the district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Curriculum and Support	1. Provide follow-up training and training for new staff on implementing the District's social-emotional curriculum, Second Step, Kimochi.	$15,000.00	No
4.2	Provide coordinated Health Services	1. Sustain the two district nurse positions to ensure the health and safety of students throughout the district.	$296,490.00	No
4.3	Provide Mental Health Services	1. Maintain or increase the current mental health team members, including counselors and counselor interns, to ensure accessibility to mental health services and our students' and staff's social/emotional support. Counselors (7) Counselor Interns (2)	$1,159,413.00	Yes
4.4	District-wide use of Positive Behavioral Interventions and Supports	1. To promote a positive and inclusive school climate, re-invigorate staff engagement around Positive Behavioral Interventions and Supports (PBIS). The district will provide training and ongoing support for implementing PBIS in the classroom and throughout the school site. 2. Added District Board Certified Behavior Analyst position (3.0)	$624,165.00	No
4.6	TUPE/CHKS	Tobacco Use Prevention Education (TUPE) and California Healthy Kids Survey (CHKS) Coordinator	$3,000.00	No
4.7	Professional Development	Collaborate with organizations locally and nationally recognized equity based programs to provide cultural competency and equity training.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.8	Progress Monitoring	Students of Concern team meetings, Student Success Team meetings, School Attendance Review Team meetings (SART), School Attendance Review Board meetings (SARB) Will work to integrate with our student information system to see a holistic view of attendance by student, class, school, or district. ADA rates may appear satisfactory at the school or district level, but they can mask attendance issues. Our new platform measures missed learning time, not just full days missed, by the class, teacher, student, or school, providing a comprehensive view.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	In the next three years, the District will increase daily attendance (ADA) (currently 94.2% in 22/23) by 1% each year and reduce chronic absenteeism for our targeted groups of students as measured by our daily attendance tracking. By celebrating on-time, regular attendance of students and staff, we will reduce the number of students absent 5% or more of the school year, which will be reflected in improved responses to the California Healthy Kids Survey.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Addressing chronic absenteeism is paramount to supporting our students' holistic well-being and success across academic, social-emotional, and behavioral domains. By targeting chronic absenteeism alongside our focused efforts on social-emotional learning, we foster a sense of connectedness and belonging and nurture the whole child's development. This recognition of the interconnectedness of these strategies helps us cultivate a supportive and thriving learning environment.

Chronic absenteeism impacts academic achievement, hinders social-emotional growth, and contributes to behavioral challenges. Students who are frequently absent miss out on crucial instructional time, resulting in learning gaps and decreased academic performance. Moreover, absenteeism can erode a student's sense of connection to their school community, diminishing feelings of belonging and exacerbating feelings of isolation or disengagement.

We proactively tackle barriers that impede student success and well-being by addressing chronic absenteeism. Moreover, our targeted focus on specific student groups underscores our commitment to equity and inclusivity. Chronic absenteeism often disproportionately affects certain demographic groups, reflecting broader disparities in access to resources and opportunities. Therefore, by prioritizing these groups in our efforts, we are directly confronting the opportunity gap and striving to create a more equitable educational experience for all students.

In essence, our approach to addressing chronic absenteeism is not just about improving attendance rates; it is about fostering a supportive, inclusive, and equitable learning environment where each and every student can thrive academically, socially, and emotionally. By targeting chronic absenteeism alongside other key initiatives, we are investing in the holistic development and success of every student in our care.

In previous years, the Burlingame School District had qualified for Differentiated Assistance (DA) concerning student outcomes, particularly in LCFF Priority 5, Pupil Engagement, where chronic absenteeism was marked "Red" for several student demographics, including English Learner Students, Hispanic Students, Homeless Students, Two or More Races, Socioeconomically Disadvantaged Students, Students with

Disabilities, and White Students. Additionally, Students with Disabilities at Roosevelt and McKinley were in the "Red" indicator. As of 2024, we have successfully improved these metrics to "Green" indicators for chronic absenteeism and pupil engagement. While in the monitoring phase of Differentiated Assistance, we continue to implement the activities outlined below to sustain and further enhance these improvements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rate	2022-23 CA School Dashboard: 12.8% of students were chronically absent (red performance indicator).	2023-24 CA School Dashboard: 9.44% of students were chronically absent (green performance indicator).		CA School Dashboard: Green performance indicator for all student groups.	3.36% improvement below baseline
5.2	Attendance Rate	2022-23 attendance rate: 94.2%	2023-24 attendance rate: 96.11%		Student attendance rate: 97.2%	1.9% above baseline
5.3	Parent and Family Engagement- CA School Dashboard (Building Relationships)	2022-23 CA School Dashboard: Standard Not Met	2023-24 CA School Dashboard: Standard Met		CA School Dashboard: Standard Met	No change- standard met
5.4	California School Staff Survey (CSSS)	The survey was administered in 2023-24 and data will be available in 2024-25.	We had 96 total respondents on the 23/24 California Healthy Kids Survey Staff for a school district of 311 (30.8%)		90% of all staff participation	No baseline data was available, but we're 59.2% below our goal
5.5	California School Parent Survey (CSPS)	The survey was administered in 2023-24 and data will be available in 2024-25.	We had 148 total respondents on the 23/24 California Healthy Kids Survey Staff for our parent		50% of parents/guardians respond	No baseline data was available, but we're stll well below our goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			population for 3200 students.			

Goal Analysis [2024-25]

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

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

The implementation shows a successful approach to improving student attendance and reducing chronic absenteeism, with noticeable progress toward the 3-year goals. Here's a description of the overall implementation:

The school made significant improvements in reducing chronic absenteeism, moving from a red performance indicator (12.8% chronically absent students in 2022-23) to a green performance indicator (9.44% in 2023-24). This represents a 3.36 percentage point decrease in chronic absenteeism.

Similarly, the overall attendance rate improved from 94.2% in 2022-23 to 96.11% in 2023-24, an increase of 1.91 percentage points. This puts the school on track toward the 3-year goal of 97.2% attendance.

The implementation also resulted in meeting the standard for Family Engagement on the CA School Dashboard, which was previously "Not Met" in the prior year.

These improvements suggest effective implementation of attendance strategies, likely including better family engagement practices as evidenced by the improved Dashboard metric in that area. The connection between improved family engagement and reduced absenteeism indicates that the implementation successfully addressed root causes of attendance issues.

The school appears to be making steady progress toward its 3-year goals, though there is still work to be done to reach the target attendance rate of 97.2% and to ensure the green performance indicator applies to all student groups.

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

The primary material difference is in our home visitation program, which was adjusted down from $152,000 to $20,000, a reduction of $132,000. This change was due to the actual need of site visits, the amounts of the visits taken, and the overall time of each visit.

The reduced home visit expenditures correspondingly impacted our estimated actual percentage of improved services compared to planned percentages.

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

Based on the data provided, the specific actions implemented have shown significant effectiveness in making progress toward the attendance and engagement goals:

The reduction in chronic absenteeism from 12.8% to 9.44% demonstrates substantial effectiveness of the interventions, as evidenced by the improvement from a red to green performance indicator on the CA School Dashboard. This 26% decrease in chronic absenteeism in just one year represents strong progress toward the 3-year goal of maintaining a green performance indicator for all student groups.

The attendance rate improvement from 94.2% to 96.11% (+1.91 percentage points) shows effective strategies for increasing regular student attendance. The school has completed approximately 70% of the progress needed to reach the 3-year goal of 97.2% attendance in just the first year of implementation, suggesting highly effective actions.

Perhaps most notably, the improvement in Family Engagement from "Not Met" to "Standard Met" on the CA School Dashboard indicates that actions targeting family involvement have been particularly effective. This success likely contributed to the attendance improvements, as increased family engagement typically correlates with better student attendance patterns.

The coordinated improvements across all three metrics (chronic absenteeism, attendance rate, and family engagement) suggest that the implemented actions have effectively addressed multiple factors influencing student attendance in a holistic manner rather than treating these as isolated issues.

While the data shows clear effectiveness in overall progress, the information provided does not specify whether all student groups have achieved the green performance indicator, which remains part of the 3-year goal.

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.

No major changes made

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Creating a positive environment that promotes attendance	1. Continue implementing PBIS at all school sites to foster a positive environment and promote student attendance.	$0.00	No
5.2	Family Engagement	1. Continue implementing PBIS at all school sites to foster a positive environment and promote student attendance. 2. Leverage the Family Engagement Coordinator to coordinate affinity groups and relevant events, promoting collaboration and a sense of belonging. Parents are the first teachers for their children, and it is essential to prioritize and form authentic partnerships with families. 3. Conduct family outreach. 4. Conduct empathy interviews with families and students when appropriate. 5. Continue to host affinity nights	$10,000.00	No
5.4	Provide before and after school programing	1. Prioritize Zero Periods to maximize student engagement. 2. Offer after-school targeted Visual and Performing Arts (VAPA) instruction and enrichment activities for our unduplicated pupils. (7 Full-Time Educators)	$1,071,637.00	Yes
5.5	Improvement on truancy systems and processes	1. Ensure administrators, administrative assistants, and support staff are conversant with the truancy protocol: Student Attendance Review Team (SART) and Student Attendance Review Board (SARB). 2. Monitor and track student attendance data and work with our district team to support students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.6	Humanizing Engagement Process	1. Leverage the Student Services team to refine a family engagement process that is collaborative, inclusive, and dialogical. 2. Align local resources and outside agencies to support families.	$0.00	No
5.7	Transportation	Support to get students to and from school- We are zeroing this out. This action is already covered in action 3.11.	$0.00	No
5.8	Highly Qualified Administrator	Director of Student Support Services.- Position was changed to Deputy Superintendent of Student Services	$151,558.00	No
5.9	Data and Assessment Platform	Early Warning System: PowerSchool/Performance Matters - to monitor students' truancy and absenteeism rate in order to better support students and families	$40,000.00	No
5.10	Home Visits	Leverage administrators and staff to conduct home visits to better support students and mitigate unnecessary absences	$20,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,839,200	$0

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
4.994%	0.000%	$0.00	4.994%

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
2.13	**Action:** Tier 1: Program English Learner Development **Need:** In English Language Arts, English learners (ELs) face distinct challenges, with current English learners scoring 61.4 points below the standard. This discrepancy underscores the critical need for targeted support and interventions to address this cohort's unique linguistic and academic needs.	Site administrators will monitor ELD instruction implementation by conducting regular classroom visits to ensure consistent ELD instruction and student learning. In addition, we will monitor student progress through state and local assessments and ELPAC data. Specifically, we will utilize Amira's AI-powered reading assessment to track reading fluency development and provide personalized reading instruction for our EL students. mClass (LCAP	mClass (2.2) CAASPP (2.1) Newsela leveled reading.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Measure 2.2) assessments will be implemented to measure foundational literacy skills and identify EL students requiring additional reading support. We will analyze CAASPP (LCAP Measure 2.1) results to evaluate academic achievement in ELA and mathematics, with particular attention to our EL student group performance. Additionally, Newsela's leveled reading platform will help monitor reading comprehension progress through embedded assessments that adapt to students' language proficiency levels. These comprehensive assessment tools will provide actionable data to inform targeted interventions and track language development progress throughout the academic year. As a result of this action, all students across the LEA, including EL, Foster Youth, and low-income students, will see increases in academic achievement. This is the best use of funds because it gives our teachers the tools to address the needs of their ELD students within the classroom. Further, our EL specialist can provide ELPAC testing to identify our students to redesignate sooner, as well as provide coaching for our teachers to support their English Learner students.	
2.15	**Action:** Tier 1: English Language Development Professional Learning for staff **Need:**	The district will go above and beyond by providing Professional Learning Days specifically designed to improve teacher capacity. These sessions will enhance our teaching and support staff's instructional abilities to better prioritize and support	The staff will monitor progress by using state and local literacy and math assessment results (LCAP Measure 2.3).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Building our teaching and support staff in their instructional capacity when working with EL students is paramount. Our ELs continue to be one of the focal groups that have performed below grade standards in many subject areas. **Scope:** LEA-wide	English learners. We will implement specific training focused on evidence-based EL instructional strategies, culturally responsive teaching methods, and differentiated assessment practices tailored to language acquisition levels. The staff will also develop skills to increase student engagement, thus maximizing students' academic and social-emotional development. Additionally, we will conduct a comprehensive review of instructional materials, with particular attention to middle school resources, to ensure they provide appropriate scaffolding, linguistic support, and cultural relevance for our EL students. This action will address equity gaps for EL students below grade level. Building capacity to better serve our EL students is the best use of funds, as it increases our staff's ability to address our growing EL population. Professional Learning Days will be provided on an LEA-wide basis because the number of EL students across the district is rising. By designing Professional Learning Days that improve staff capacity to support EL students, we are equipping our educators with new tools to aid in scaffolding resources for all students throughout their educational experience. The targeted training combined with improved instructional materials will create a comprehensive support system for our EL students at all grade levels, with strategic emphasis on middle school transition success.	Additionally, we will utilize technological tools to help monitor progress. We will also add new tools for our staff to monitor, assess, and support our EL learners.
2.16	**Action:** Tier 1: Academic Materials	To strengthen our English Language Development program, we will invest in high-quality, culturally relevant instructional materials enhanced by	Local and state assessments will be used for progress monitoring.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to the California School Dashboard results, our English learner students remain among the lowest-performing student groups at BSD. **Scope:** LEA-wide	technological tools. This comprehensive approach directly addresses the performance gaps identified on the CA School Dashboard for our English Learner students. By integrating digital resources with traditional materials, we create multiple access points that support diverse learning needs. Additionally, we will conduct a thorough curriculum review, with particular emphasis on the middle school level, to identify and address any instructional gaps that may impact EL student progress. This review will ensure alignment between standards, assessments, and classroom practices while incorporating evidence-based strategies specifically designed for multilingual learners. Where needed, we will supplement existing materials or adopt new resources that better support language acquisition alongside content mastery. This strategic allocation of funds will be implemented across all grade levels and sites, ensuring equitable access throughout our district. The culturally responsive nature of these materials benefits not only our EL population but all students, while specifically targeting the achievement gap facing our English Learners. With these enhanced resources, we can effectively support our goal of bringing all EL students to grade-level proficiency. Specific materials for Newcomer students have been provided to all sites, including the Hello program from our adopted Benchmark curriculum and the UFLI phonics program. These programs	These assessments include phonics screeners (mClass), ELPAC, and CAASPP (LCAP metric 2.1 and 2.2) ELA. We will use these local and state measures to monitor the effectiveness of this action. We will also add new tools for our staff to monitor, assess, and support our EL learners.

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
		will directly support our English Learner populations. This is the best use of these funds, in that it directly enhances the educational program for our EL students.	
2.17	**Action:** Tier 1: Outreach to EL families, and Socio-economically disadvantaged **Need:** Increasing family engagement for our English learner families and Low Income is essential to forming authentic partnerships and as a vehicle to support student learning. In particular, Latinx students have a significantly lower sense of school connectedness and school safety in both elementary and middle school than other student groups, as measured by the yearly California Healthy Kids Survey. **Scope:** LEA-wide	To strengthen our English Language Development program, our Family Engagement Coordinator will help recruit families, provide support and information, and generally work to include our EL families in the educational process. This comprehensive approach directly addresses the performance gaps identified on the CA School Dashboard for our English Learner students. By fostering strong family engagement through dedicated coordination, our English Language Coordinator will create multiple access points that support diverse learning needs while building a supportive community around our English Learner students. Additionally, working with the Educational Services Department, our Family Engagement Coordinator will conduct a thorough curriculum review—with particular emphasis on the middle school level—to identify and address any instructional gaps that may impact EL student progress. This review will ensure alignment between standards, assessments, and classroom practices while incorporating evidence-based strategies specifically designed for multilingual learners. Where needed, we will supplement existing materials or adopt new resources that better support language acquisition alongside content mastery.	The metrics will include family participation rate in affinity groups, ELO-P, and other district events. Additionally, the district will continue to closely monitor data from the annual California Healthy Kids Survey (including student, staff, and parent responses). (LCAP Measure 4.1)

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
		Through our Family Engagement Coordinator, we will continue to update our eligibility lists to ensure all qualified students receive the services they need. Regular program audits and assessment data analysis will be conducted to verify that all students are finding success within our programs. Our Family Engagement Coordinator will provide district-wide programming and support for individual families. Since we have a large and growing population of English Learners (especially Latinx students) across the district, this action will serve students across the entire LEA. Additionally, programming will be open for other students who may benefit from additional after-school enrichment activities (e.g., Mariachi, tutoring, Parks and Rec programs hosted on BSD sites, etc.). This strategic fund allocation will be implemented across all grade levels and sites to ensure equitable access district-wide. The culturally responsive materials will benefit all students while specifically addressing the achievement gap facing English Learners. This approach represents optimal use of funds by providing meaningful outreach to often-marginalized families and strengthening school connectedness for all families. Enhanced school connectedness supports all students, particularly English Learners and low-income students, by reducing achievement disparities. These improved resources will effectively advance our goal of bringing all English Learner students to grade-level proficiency.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.18	**Action:** Program Monitoring **Need:** Using the specific data from the California School Dashboard, our English learner students remain among the lowest-performing student groups at BSD. On the Dashboard for ELA, EL students declined by 9.8 points and are in the Orange indicator status. EL students declined by 10.6 points for math and are in the yellow indicator status. There has been an inconsistency in implementing English Language Development instruction and support for English learners. **Scope:** LEA-wide	In partnership with San Mateo County Office of Education (SMCOE) and our Response to Intervention (RTI²) specialists, we will establish a comprehensive Multi-Tiered System of Support (MTSS) framework integrating academic, behavioral, and social-emotional interventions. This data-driven approach will clearly define Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) supports across all school sites. Simultaneously, we will embed Professional Learning Communities (PLCs) district-wide. These collaborative teams will engage in ongoing inquiry cycles focused on student learning outcomes, with particular attention to English learners. Through structured PLC processes, teachers will analyze student work, share effective practices, and make data-informed instructional decisions. Why This Action Serves All Students This LEA-wide action benefits all students because effective MTSS and PLC frameworks create systematic support structures that enhance learning for every child. Universal Tier 1 interventions strengthen core instruction, while the collaborative culture fostered by PLCs improves teaching quality across all classrooms. When teachers have robust systems to identify and address learning needs early, all students receive more responsive, targeted instruction. Most Effective Use of Funds for Unduplicated Pupils This represents the most strategic investment for our English learners, low-income students, and foster youth because it creates sustainable,	Metrics will include using regular surveys and data review with the staff and the SMCOE to gather input on the effectiveness of the partnership and the staff's professional learning experience. We will monitor our work using the California Dashboard (LCAP Measure 2.5)

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
		systemic change rather than isolated interventions. RTII specialists will provide specialized expertise in analyzing data and designing interventions that address the unique linguistic and academic needs of these populations. The tiered approach ensures that unduplicated pupils receive increasingly intensive support as needed, while PLCs focus specifically on closing achievement gaps through culturally responsive practices. Basis for LEA-Wide Determination MTSS and PLC implementation are effective when implemented comprehensively across entire districts rather than in isolated schools. With unduplicated pupils represented across all school sites, coordinated and systematic approaches to intervention are required. Regular collaboration between district leaders, SMCOE consultants, RTII specialists, and PLC leaders will ensure consistent implementation and continuous improvement, maximizing impact for our most vulnerable students while building sustainable capacity district-wide.	
2.23	**Action:** Supplemental Curricular Resources **Need:** Based on the California School Dashboard findings, it is evident that unduplicated students continue to demonstrate some of the lowest academic performance levels within the student population at BSD.	Ensuring students have the proper supplemental resources to enhance access to grade-level standards is essential to their academic development. Such supplemental curricular resources may include programs tailored to improve English learners' vocabulary building, an AI-powered reading tutor to support literacy development and assessment, audiobooks to improve listening comprehension, and other	Metrics include the usage rate of students using apps and audiobooks on a daily basis. In addition, we will also use local literacy and math assessments to track students' progress. This includes data from mClass (LCAP Measure 2.2), Math Annex, Amira

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	essential language development tools to improve student engagement. Additionally, supplementary funds are being strategically allocated to support Low Socioeconomic and Foster Youth students who face unique educational barriers. These students often lack access to educational resources outside of school and may experience disruptions in their learning due to housing instability, family circumstances, or transitions between placements. The supplemental resources specifically benefit these populations by providing equitable access to technology-enhanced learning tools, extended learning opportunities through take-home materials, and individualized support systems that can adapt to their changing circumstances. Foster youth, in particular, benefit from portable digital resources that maintain continuity of learning across school transitions, while low socioeconomic students gain access to high-quality educational materials that may not otherwise be available in their home environments. These supplemental resources are the best use of funds because both students and teachers are familiar and have had past success with improving student outcomes using our existing platforms. Since there are students who are below grade level at all schools, supplemental resources will be available both during school and outside of school on an LEA-wide basis. While these materials are designed specifically to support certain student groups, they will be offered to any student who may benefit from their use, ensuring	reading assessment results, UFLI literacy progress monitoring, as well as CAASPP ELA and math data (LCAP Measure 2.1).

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
		comprehensive support while maintaining focus on our most vulnerable populations.	
4.3	**Action:** Provide Mental Health Services **Need:** Unduplicated pupils demonstrate significant social-emotional and attendance challenges, as evidenced by the 9.4% chronic absenteeism rate that substantially exceeds the 5% goal. These students require enhanced mental health support to address underlying factors contributing to school avoidance and disengagement. The data suggests unduplicated pupils may face additional barriers to consistent school attendance, including potential trauma, family stressors, or mental health challenges that impact their ability to engage regularly in learning. **Scope:** LEA-wide	The mental health services team (7 counselors and 2 counselor interns) directly addresses the social-emotional needs that contribute to chronic absenteeism among unduplicated pupils. Mental health support helps students develop coping strategies, address trauma, and build resilience - all factors that improve school engagement and attendance. This action is provided on an LEA-wide basis because: • Unduplicated pupils are distributed across all school sites and grade levels • Mental health challenges don't occur in isolation - schoolwide implementation creates a supportive environment that benefits all students while prioritizing those with the greatest need • Early intervention and prevention through accessible mental health services can address issues before they escalate to chronic absenteeism or behavioral problems • The nearly achieved suspension rate goal (0.6% vs 0.5% target) demonstrates that behavioral interventions work when supported by adequate mental health resources This is the most effective use of funds because it will allow for direct outreach to our unduplicated pupils who are disproportionately chronically absent. Through outreach from our mental health staff, we can directly service any need or barrier	Primary Metric: Chronic absenteeism rate for unduplicated pupils (current baseline: 9.4%, target: 5%) Secondary Metrics: Suspension rates for unduplicated pupils (maintain current success at 0.6% or below) California Healthy Kids Survey social-emotional learning indicators for unduplicated pupils Number and frequency of mental health services provided to unduplicated pupils Student referral rates to mental health services and completion of recommended interventions Academic performance indicators (grades, assessment scores) for students receiving mental health services

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
		that is preventing underrepresented students from attending school.	
5.4	**Action:** Provide before and after school programing **Need:** On the California School Dashboard, chronic absenteeism is currently in the Green for all students. Our most significant areas of need currently are: Long-Term English Learners- In the Red Homeless- In the Orange Socio-Economic- In the Orange **Scope:** LEA-wide	Offering before and after-school programming at all schools provides critical support to our English Learners, Foster Youth, and Low Income students. It increases a sense of belonging, which will increase attendance rates. This comprehensive approach removes a significant barrier to attendance by aligning school hours with parents' work schedules, creating safe, structured environments during previously unsupervised hours, and providing additional academic support time for students who need it most. These programs serve as both a practical solution for families and an opportunity to address learning gaps caused by previous absences. Specific outreach to our English Learners, Foster Youth, and Low Income students will be made by our Family Engagement Coordinator to ensure that these students are prioritized. We will monitor participation in our before and after-school activities to ensure these student populations are adequately represented. The district's more proactive and direct approach to attendance management represents a significant improvement in addressing chronic absenteeism. Better systems for parent notifications, home check-ins, and support meetings demonstrate a commitment to partnership with families rather than punitive measures. By focusing on communication and	Outreach to families will occur and attendance will be taken for all programs outside of the school day. (LCAP Measure 4.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		support, the district creates stronger school-home connections across all demographics and establishes clear expectations about attendance for the entire school community. The district creates a rising tide that lifts all boats by prioritizing LTEL, Low Income, and Unhoused students with higher absenteeism rates. Reducing chronic absenteeism among the most vulnerable populations improves overall district attendance metrics, allowing resources to be allocated more efficiently when attendance patterns stabilize. This targeted approach addresses equity concerns while ultimately benefiting the broader educational environment. When chronically absent students attend more regularly, teachers spend less time on remediation and catch-up instruction, improving classroom pace and continuity for all students. The school culture shifts toward higher achievement expectations, and district resources previously focused on addressing absenteeism can be redirected to educational enrichment for everyone. The expanded learning opportunities help make up for previous learning loss and create more engaging school environments that students actively want to attend. These initiatives create a positive feedback loop where improved attendance leads to better learning outcomes, motivating continued attendance. By addressing both the practical barriers to attendance and creating more compelling reasons for students to be present, the district's comprehensive strategy benefits all	

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
		stakeholders in the LEA while making meaningful progress on chronic absenteeism. This is the most effective use of funds because it provides for added programming for our English Learners, Foster Youth, and Low Income students. Through these programs, our English Learners, Foster Youth, and Low Income students will receive direct instruction in curricular areas they would not normally have access to and increase a sense of belonging at the school sites.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.20	**Action:** English Language Development Curriculum **Need:** Based on the California School Dashboard data, English learner students persist as one of the student groups with consistently lower academic performance within BSD. Ensuring that students have the core instructional curriculum and materials is vital to the student's academic development **Scope:**	Providing a high-quality and appropriate ELD curriculum is vital to support student learning. This curriculum will provide additional access points to address the low performance of our EL students, as reported on the CA School Dashboard. This action is the best use of funds for our ELD program because it will allow us to achieve the goal of bringing all of our EL students up to grade-level performance. ELD materials will be provided to all sites for all grade levels. By doing this as an LEA-wide group, we will be able to use Universal Access time to support student needs with appropriate curriculum across grade levels.	Metrics will include the fact that these instructional resources are ordered before the school year and that every teacher will have the curriculum and materials before the first day of school. In addition, a check-out system will ensure that staff have received all proper materials.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	Principals will work with their staff and the district office to build a schedule that allows for Universal Access time, where students can receive direct instruction in the curriculum and at the grade level they need. This collaborative approach ensures that the implementation is consistent across all sites while remaining responsive to the specific needs of each school community. Implementing a targeted, appropriate curriculum for our ELD students will directly improve our EL progress indicator on the California Dashboard, aligning with our LCAP goal.	Local and state assessments will be used for progress monitoring. These assessments include phonics screeners (DIBELS) (LCAP Measure 2.2), ELPAC (LCAP Measure 2.4) , and CAASPP ELA (LCAP Measure 2.1) . We will use these local and state measures to monitor the effectiveness of this action.
2.21	**Action:** Translation Services **Need:** Families speak thirty-nine languages in the Burlingame School District, and information needs to be made accessible to families who speak a language other than English. **Scope:** Limited to Unduplicated Student Group(s)	BSD implements an artificial intelligence-based translation service that converts speech into different languages in real time. During school events, families can access multiple language options through their mobile devices, enabling immediate understanding of presentations and discussions. District staff can use human translators available by phone. Employees can initiate three-way conversations with community members, with professional translators facilitating clear communication across language barriers. By offering these translation options, we strive to ensure every family and student receives communications in their primary language. This creates a genuine sense of belonging and guarantees all students can fully participate as valued community members.	Usage data will be gathered to determine if both services are being used by our community members. We will also monitor the participation rate in our community events (PTA Meetings, parent conferences at the school, Back to School Night, and Open House) to make sure that parents who speak a second language are able to access the events. We will also use our EL Progress Dashboard indicator as it is our believe that if a parent is included in their school,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			the progress of their child will increase.
2.24	**Action:** Newcomer Support Identification **Need:** We have seen an increase in the number of newcomers enrolled in our schools. They come with unique academic needs and required resources to support them. **Scope:** Limited to Unduplicated Student Group(s)	The district will provide initial and summative English Language Proficiency Assessments for California (ELPAC) measures to identify students' English language proficiency. We have reviewed and rewritten our Multilingual plan and refocused on our assessment procedures and expectations for ELPAC testing and monitoring. Additionally, we have added more support staff and implemented a new supplemental component from our board-adopted curriculum. By discerning each student's needs, we are better prepared to provide targeted support both within and outside the classroom. This is the best use of funds because it is essential (and mandatory) to identify which students need ELD support in a timely manner. All students whose Home Language Survey indicates a language other than English will be given the Initial ELPAC to determine if there is a need for ELD support. Multilingualism will be supported and celebrated by the district, and is the ultimate goal for all English Learners. Through prompt identification, we are able to quickly support students, families, and staff for our newcomers and build a sense of belonging while supporting structured English acquisition.	The initial and summative ELPAC (LCAP Measure 2.4) assessment results will help identify their language proficiency level, and the results will be used to inform instructional decisions. Additionally, we will monitor the ELPI (English Language Progress Indicator) on the Dashboard (LCAP Measure 2.5). Currently, the district is at 52% of EL students making progress.

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.

Not 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.

Burlingame School District does not qualify for concentration grant funding.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	36,825,195	1,839,200	4.994%	0.000%	4.994%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$36,857,060.00	$760,000.00	$0.00	$0.00	$37,617,060.00	$33,664,497.00	$3,952,563.00

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	Tier I: Personnel: All teaching staff and site administrators	All	No			All Schools		$21,645,375.00	$0.00	$21,645,375.00				$21,645,375.00	
1	1.2	Tier 1: Standards based materials: all subject areas	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.3	Tier I: Professional Development (PD) for all staff	All	No			All Schools		$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.4	Tier 1: Facilities in good repair	All	No			All Schools		$2,498,826.00	$0.00	$2,498,826.00				$2,498,826.00	
1	1.5	Tier 1: Social Emotional Learning (SEL) supports	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.6	Thought Exchange Purchase	All	No					$0.00	$0.00	$0.00				$0.00	
1	1.7	Tier 1: General Ed and Special Ed connections and inclusive practices	All	No			All Schools		$0.00	$30,000.00		$30,000.00			$30,000.00	
1	1.8	Induction Program	All	No			All Schools		$40,000.00	$0.00	$40,000.00				$40,000.00	
1	1.9	Professional Learning Communities (PLC)	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.10	Assessment Coordinator	All	No			All Schools		$155,918.00	$0.00	$155,918.00				$155,918.00	
1	1.11	Performance Matters	All	No			All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.12	CTE (Career Technical Education)	All	No			Specific Schools:		$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
							Burlingame Intermediate School (BIS) 6th, 7th, and 8th Graders									
1	1.13	Tier 3: RTII Specialists	All	No			All Schools		$715,877.00	$0.00	$715,877.00				$715,877.00	
2	2.1	Tier 1: Instruction	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Tier I: Professional Learning and Coaching	All	No			All Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.3	Tier 1: Collaborative Structures	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.4	Local Assessments	All	No			All Schools		$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.5	Tier 1, 2, and 3A Instructional Aides (Site aide, TK assistant, regular instructional aides, and ECE)	All	No			Specific Schools: All elementary schools Grades TK-5		$1,373,780.00	$0.00	$1,373,780.00				$1,373,780.00	
2	2.6	Tier 3A: Instructional Materials	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.8	Tier 2: Supplemental Resources	All	No			All Schools		$0.00	$35,000.00	$35,000.00				$35,000.00	
2	2.12	Devices to Support Student Learning	All	No			All Schools		$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.13	Tier 1: Program English Learner Development	English Learners	Yes	LEA-wide	English Learners	All Schools TK-8		$86,669.00	$0.00	$86,669.00				$86,669.00	
2	2.15	Tier 1: English Language Development Professional Learning for staff	English Learners	Yes	LEA-wide	English Learners			$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.16	Tier 1: Academic Materials	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.17	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$177,282.00	$177,282.00				$177,282.00	
2	2.18	Program Monitoring	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$7,200.00	$7,200.00				$7,200.00	
2	2.20	English Language Development Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.21	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.22	Expanded Learning Targeted Instruction and Enrichment and LREBG fund use	All	No					$600,000.00	$100,000.00	$0.00	$700,000.00			$700,000.00	
2	2.23	Supplemental Curricular Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.24	Newcomer Support Identification	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$96,721.00	$0.00	$96,721.00				$96,721.00	
3	3.1	Highly Qualified Educational Specialists	Students with Disabilities	No			All Schools		$3,316,941.00	$0.00	$3,316,941.00				$3,316,941.00	
3	3.2	Psychologist Interns	Students with Disabilities	No			All Schools		$76,890.00	$0.00	$76,890.00				$76,890.00	
3	3.3	Program Specialist	Students with Disabilities	No			All Schools		$166,843.00	$0.00	$166,843.00				$166,843.00	
3	3.4	Professional Learning Tier II/Tier III ELA/ELD	Students with Disabilities	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Professional Learning Tier II/Tier III Math	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.6	De-Escalation Professional Development	Students with Disabilities	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.7	Curriculum Tier II/III ELA/ELD	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.8	Extended School Year	Students with Disabilities	No			All Schools		$40,000.00	$0.00	$40,000.00				$40,000.00	
3	3.9	Supporting Innovative Practices	Students with Disabilities	No			All Schools		$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.11	Transportation	Students with Disabilities	No					$0.00	$180,000.00	$180,000.00				$180,000.00	
3	3.12	Highly Qualified Administrator	Students with Disabilities	No			All Schools		$151,559.00	$0.00	$151,559.00				$151,559.00	
3	3.13	Aide support for Tier 3B and Students with Disabilities (SPED Aides- including Full Inclusion Aides and Behavioral Aides)	Students with Disabilities	No					$0.00	$1,975,916.00	$1,975,916.00				$1,975,916.00	
4	4.1	Social Emotional Curriculum and Support	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.2	Provide coordinated Health Services	All	No					$296,490.00	$0.00	$296,490.00				$296,490.00	
4	4.3	Provide Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,159,413.00	$0.00	$1,159,413.00				$1,159,413.00	
4	4.4	District-wide use of Positive Behavioral Interventions and Supports	All	No			All Schools		$0.00	$624,165.00	$624,165.00				$624,165.00	
4	4.6	TUPE/CHKS	All	No			All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
4	4.7	Professional Development	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.8	Progress Monitoring	All	No			All Schools		$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
5	**5.1**	Creating a positive environment that promotes attendance	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	**5.2**	Family Engagement	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
5	**5.4**	Provide before and after school programing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,071,637.00	$0.00	$1,071,637.00				$1,071,637.00	
5	**5.5**	Improvement on truancy systems and processes	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	**5.6**	Humanizing Engagement Process	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	**5.7**	Transportation	All Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	**5.8**	Highly Qualified Administrator	All	No			All Schools		$151,558.00	$0.00	$151,558.00				$151,558.00	
5	**5.9**	Data and Assessment Platform	All	No			All Schools		$0.00	$40,000.00	$40,000.00				$40,000.00	
5	**5.10**	Home Visits	All	No			All Schools		$20,000.00	$0.00	$20,000.00				$20,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
36,825,195	1,839,200	4.994%	0.000%	4.994%	$2,628,922.00	0.000%	7.139 %	**Total:**	$2,628,922.00
								LEA-wide Total:	$2,517,201.00
								Limited Total:	$111,721.00
								Schoolwide Total:	$0.00

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	**2.13**	Tier 1: Program English Learner Development	Yes	LEA-wide	English Learners	All Schools TK-8	$86,669.00	
2	**2.15**	Tier 1: English Language Development Professional Learning for staff	Yes	LEA-wide	English Learners		$5,000.00	
2	**2.16**	Tier 1: Academic Materials	Yes	LEA-wide	English Learners	All Schools	$5,000.00	
2	**2.17**	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	Yes	LEA-wide	English Learners Low Income	All Schools	$177,282.00	
2	**2.18**	Program Monitoring	Yes	LEA-wide	English Learners	All Schools	$7,200.00	
2	**2.20**	English Language Development Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	**2.21**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	

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	2.23	Supplemental Curricular Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.24	Newcomer Support Identification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$96,721.00	
4	4.3	Provide Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,159,413.00	
5	5.4	Provide before and after school programing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,071,637.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$36,059,915.00	$36,502,881.00

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**	Tier I: Personnel: All teaching staff and site administrators	No	$21,153,562.00	21,890,776
1	**1.2**	Tier 1: Standards based materials: all subject areas	No	$70,000.00	120,134
1	**1.3**	Tier I: Professional Development (PD) for all staff	No	$198,000.00	180,000
1	**1.4**	Tier 1: Facilities in good repair	No	$2,652,812.00	2,704,786
1	**1.5**	Tier 1: Social Emotional Learning (SEL) supports	No	$15,000.00	15,000
1	**1.6**	Tier 1: Engagement Platform	No	$28,000.00	0
1	**1.7**	Tier 1: General Ed and Special Ed connections and inclusive practices	No	$30,000.00	30,000
1	**1.8**	Induction Program	No	$40,000.00	15,000
1	**1.9**	Professional Learning Communities (PLC)	No	$50,000.00	0
1	**1.10**	Assessment Coordinator	Yes	$189,604.00	130,074

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	1.11	Performance Matters	No	$21,000.00	34,483
1	1.12	CTE (Career Technical Education)	No	$25,000.00	25,000
1	1.13	Tier 3: RTII Specialists	No	$750,000.00	661,528
2	2.1	Tier 1: Instruction	No	$0.00	0
2	2.2	Tier I: Professional Development and Coaching	No	$66,000.00	0
2	2.3	Tier 1: Collaborative Structures	No	$20,000.00	15,000
2	2.4	Local Assessments	No	$50,000.00	30,000
2	2.5	Tier 1 & 2: Instructional Aides	No	$1,497,579.00	1,687,561
2	2.6	Tier 3A: Instructional Materials	No	$10,000.00	6,773
2	2.8	Tier 2: Supplemental Resources	No	$68,000.00	33,841
2	2.12	Devices to Support Student Learning	No	$105,000.00	120,101
2	2.13	Tier 1: Program English Learner Development	Yes	$201,195.00	100,061
2	2.15	Tier 1: English Language Development Professional Development for staff	Yes	$10,000.00	8,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Tier 1: Academic Materials	Yes	$10,000.00	8,000
2	2.17	Tier 1: Outreach to EL families, and Low Income	Yes	$165,361.00	140,569
2	2.18	Tier 3A: Instructional Aides	Yes	$1,293,494.00	104,575
2	2.19	Program Monitoring		$7,200.00	7,200
2	2.20	Before and After the Bell Supports	Yes	$30,000.00	10,410
2	2.21	English Language Development Curriculum	Yes	$10,000.00	0
2	2.22	Translation Services	Yes	$11,000.00	3,206
2	2.23	Expanded Learning Targeted Instruction and Enrichment	Yes	$500,000.00	1,483,269
2	2.24	Supplemental Curricular Resources	Yes	$10,000.00	0
2	2.25	Newcomer Support Identification	Yes	$80,000.00	104,575
3	3.1	Highly Qualified Educational Specialists	No	$3,163,698.00	$3,316,941
3	3.2	Psychologist Interns	No	$60,000.00	88,724
3	3.3	Program Specialist	No	$150,000.00	123,488
3	3.4	Professional Learning Tier II/Tier III ELA/ELD	No	$5,000.00	1,500

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	3.5	Professional Learning Tier II/Tier III Math	No	$5,000.00	3,000
3	3.6	De-Escalation Professional Development	No	$10,000.00	5,000
3	3.7	Curriculum Tier II/III ELA/ELD	No	$10,000.00	0
3	3.8	Extended School Year	No	$40,000.00	64,000
3	3.9	Supporting Inclusive Practices	No	$30,000.00	25,000
3	3.11	Transportation	Yes	$180,000.00	136,524
3	3.12	Highly Qualified Administrator	No	$298,289	123,488
4	4.1	Social Emotional Curriculum and Support	No	$15,000.00	10,000
4	4.2	Provide coordinated Health Services	Yes	$278,571.00	132,838
4	4.3	Provide Mental Health Services	Yes	$1,265,244.00	1,218,534
4	4.4	District-wide use of Positive Behavioral Interventions and Supports	No	$25,000.00	346,074
4	4.6	TUPE/CHKS	No	$3,000.00	1,000
4	4.7	Professional Development	No	$15,000.00	5,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.8**	Progress Monitoring	No	$0.00	0
5	**5.1**	Creating a positive environment that promotes attendance	No	$0.00	0
5	**5.2**	Family Engagement	No	$5,000.00	5,000
5	**5.4**	Provide before and after school programing	Yes	$827,371.00	900,861
5	**5.5**	Improvement on truancy systems and processes	No	$0.00	0
5	**5.6**	Humanizing Engagement Process	No	$0.00	0
5	**5.7**	Transportation	No	$150,000.00	136,524
5	**5.8**	Highly Qualified Administrator	No	$111,981.00	145,509
5	**5.9**	Data and Assessment Platform	No	$23,954.00	23,954
5	**5.10**	Home Visits	No	20,000	20,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,726,500	$4,841,718.00	$4,628,578.00	$213,140.00	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	1.10	Assessment Coordinator	Yes	$190,654.00	$130,074.00		
2	2.13	Tier 1: Program English Learner Development	Yes	$201,195.00	$105,520.00		
2	2.15	Tier 1: English Language Development Professional Development for staff	Yes	$10,000.00	$8000.00		
2	2.16	Tier 1: Academic Materials	Yes	$10,000.00	$0		
2	2.17	Tier 1: Outreach to EL families, and Low Income	Yes	$165,361.00	$140,569.00		
2	2.18	Tier 3A: Instructional Aides	Yes	$1,293,494.00	$104,575.00		
2	2.20	Before and After the Bell Supports	Yes	$30,000.00	$10,000.00		
2	2.21	English Language Development Curriculum	Yes	$10,000.00	$0		
2	2.22	Translation Services	Yes	$11,000.00	$3206.00		
2	2.23	Expanded Learning Targeted Instruction and Enrichment	Yes	$0.00	$1,483,269.00		
2	2.24	Supplemental Curricular Resources	Yes	$10,000.00	$0		
2	2.25	Newcomer Support Identification	Yes	$80,000.00	$104,575.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.11	Transportation	Yes	$180,000.00	$136,524.00		
4	4.2	Provide coordinated Health Services	Yes	$278,571.00	$282,871.00		
4	4.3	Provide Mental Health Services	Yes	$1,544,072.00	$1,218,534.00		
5	5.4	Provide before and after school programing	Yes	$827,371.00	$900,861.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
35,202,228	$1,726,500		4.905%	$4,628,578.00	0.000%	13.149%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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