LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Burlingame School District

CDS Code: 41-68882-0000000

School Year: 2024-25

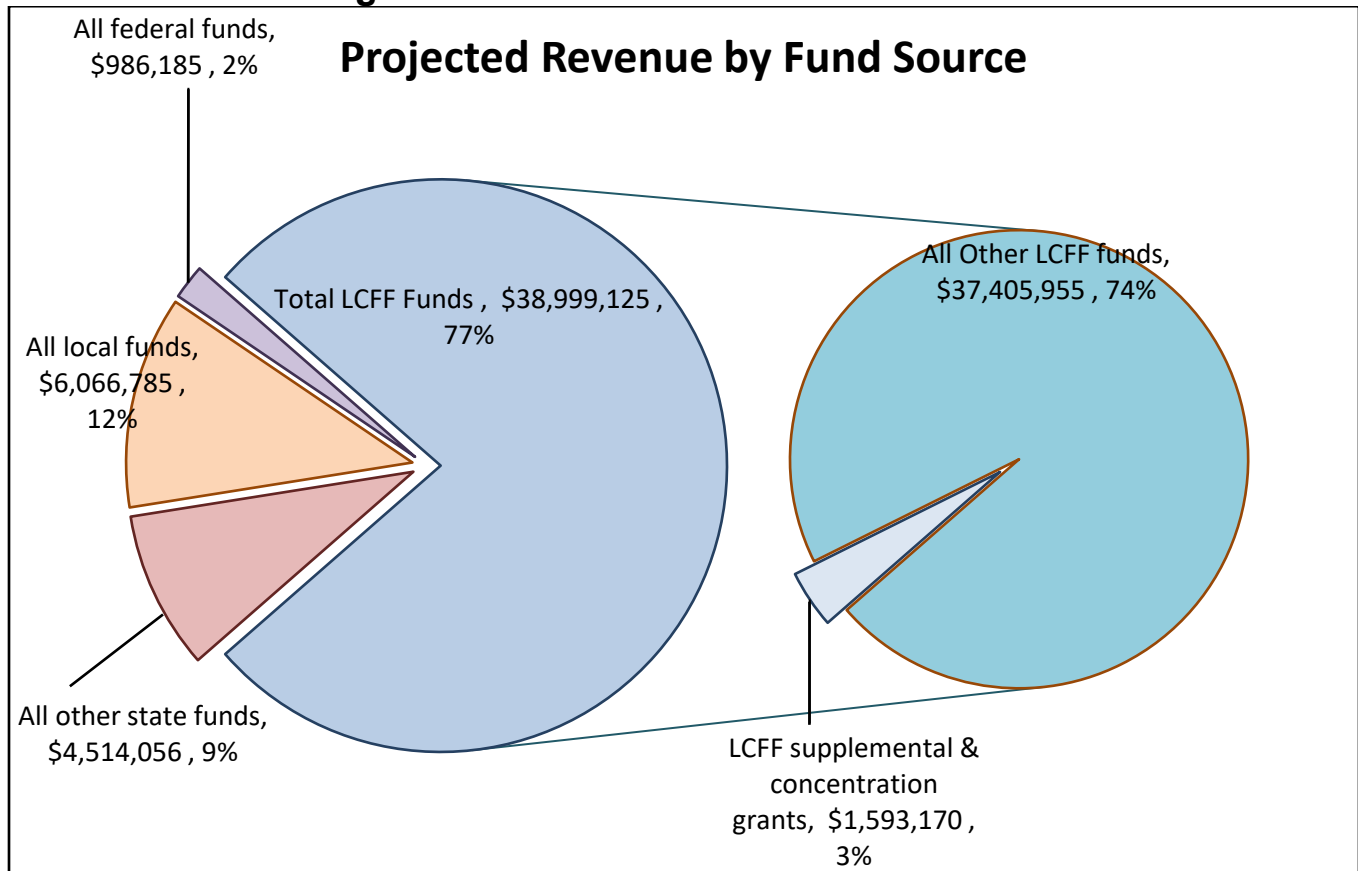LEA contact information:

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $986,185 , 2%

All local funds, $6,066,785 , 12%

Total LCFF Funds , $38,999,125 , 77%

All Other LCFF funds, $37,405,955 , 74%

All other state funds, $4,514,056 , 9%

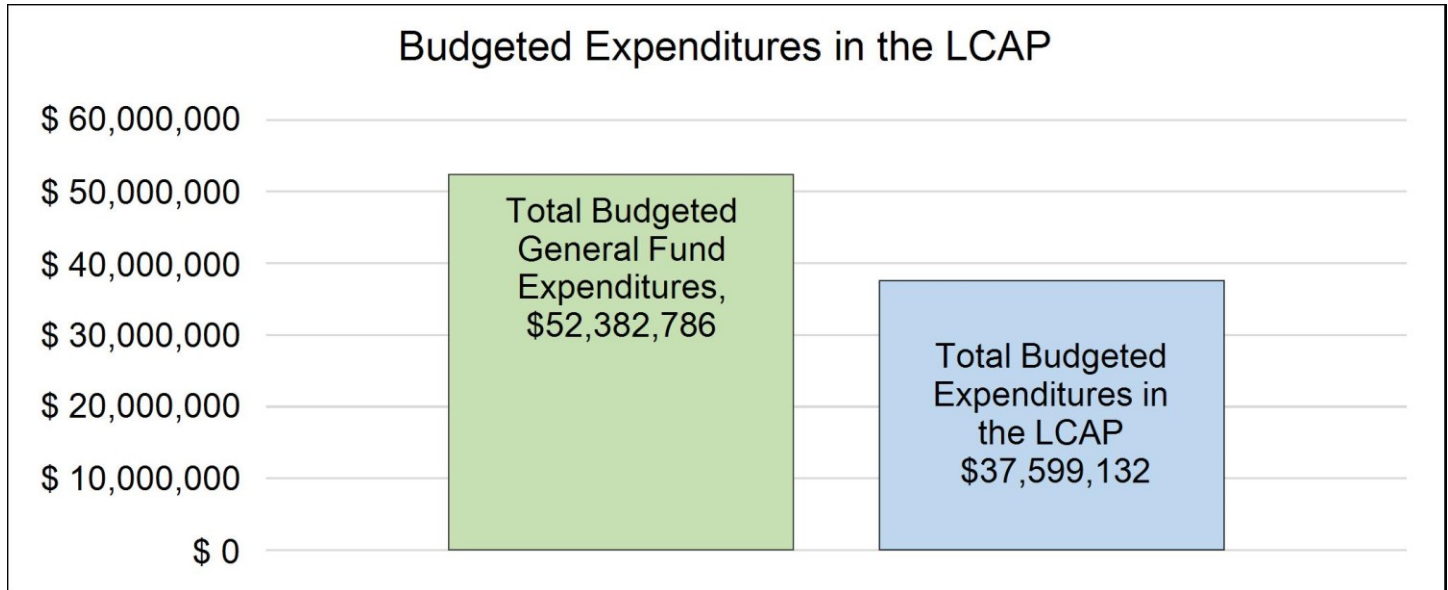LCFF supplemental & concentration grants, $1,593,170 , 3%

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 $50,566,151, of which $38,999,125 is Local Control Funding Formula (LCFF), $4,514,056 is other state funds, $6,066,785 is local funds, and $986,185 is federal funds. Of the $38,999,125 in LCFF Funds, $1,593,170 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.

Budgeted Expenditures in the LCAP

$ 60,000,000	
$ 50,000,000	Total Budgeted General Fund Expenditures, $52,382,786
$ 40,000,000	
$ 30,000,000	Total Budgeted Expenditures in the LCAP $37,599,132
$ 20,000,000	
$ 10,000,000	
$ 0	

This chart provides a quick summary of how much Burlingame School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.
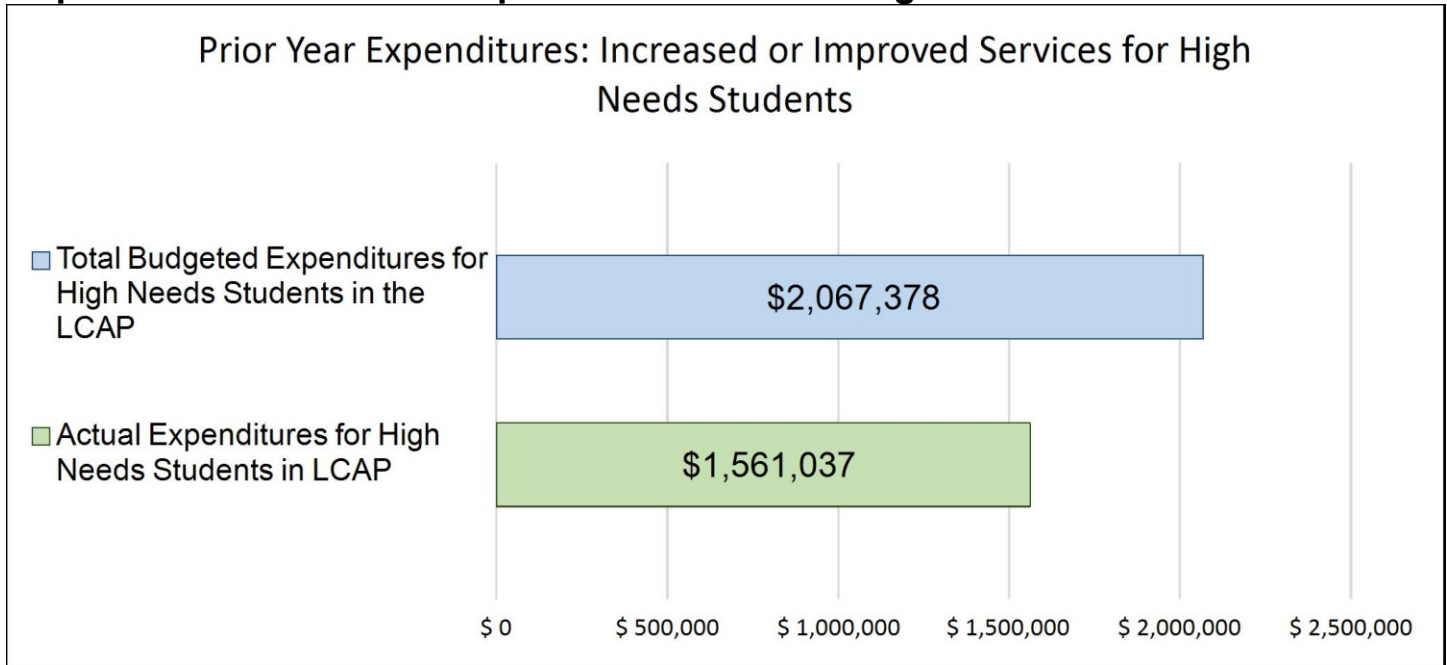
The text description of the above chart is as follows: Burlingame School District plans to spend $52,382,786 for the 2024-25 school year. Of that amount, $37,599,132.00 is tied to actions/services in the LCAP and $14,783,654 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Burlingame School District is projecting it will receive $1,593,170 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 $2,835,621.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$2,067,378**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$1,561,037**

(Horizontal axis: $0, $500,000, $1,000,000, $1,500,000, $2,000,000, $2,500,000)

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 2023-24, Burlingame School District's LCAP budgeted $2,067,378.00 for planned actions to increase or improve services for high needs students. Burlingame School District actually spent $1,561,037.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burlingame School District	Dr. Marla Silversmith Superintendent	msilversmith@burlingameschools.org (650) 259-3800

Goals and Actions

Goal

Goal #	Description
1	In order to address state priorities 1, 2, 3, 4, and 8, as a broad goal, by spring 2024, the performance level of All Students on the English Language Arts CAASPP test will increase from 70.6 points above standard on the California School Dashboard to, at least, 90 points above standard within the highest, Blue, performance color indicator. In order to address state priorities 1, 2, 3, 4, and 8, as a broad goal, by spring 2024, the performance level of All Students on Math CAASPP test will increase from 66.3 points above standard on the California School Dashboard to, at least, 96 points above standard within the highest, Blue, performance color indicator.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - ELA	2018/19 Dashboard ELA All Students - Blue performance Indicator - 70.6 points above standard	2020/21 Dashboard ELA All Students - Green performance Indicator - 55.1 points above standard.	ELA - 63.5 points above standard	ELA - 58.6 points above standard	2023/24 Dashboard ELA All Students - ELA Blue performance Indicator - 90 points above standard
Ongoing Local Assessments	2020/21 Local common assessments During the 2021/22 school year, as described as one of the actions, BSD will be implementing a new ELA adopted	2021/22 Local common assessments All Students - 75% at or above standard	2022-23 Local common assessments All students 74% at or above standard	Fall benchmark data has been collected and reviewed. 72.5% of students are at or above standard.	2023/24 Local common assessments All Students - 100% at or above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	curriculum. 21/22 School year student performance data on new common assessments will become baseline data. Common formative and summative assessments will be utilized to measure growth to achieve the desired goal. Current Baseline : 0 - Zero				
2018/19 California School Dashboard - Math	2018/19 Dashboard ELA All Students - Math Blue performance indicator - 66.3 points above standard	2020/21 Dashboard Math All Students - Green performance indicator - 44 points above standard.	Math - 52 points above standard	Math - 51.5 points above standard	2023/24 California Dashboard - Math All Students - Math Blue performance indicator - 96 points above standard
Ongoing Local Assessments	2020/21 Local common assessments By the end of Trimester 2, 76% of the students were at benchmark for Math as measured by local common assessments.	2021/22 Local common assessments Math - All Students - 68% at or above standard.	Local common math assessment discontinued	Fall i-Ready data has been collected and is being reviewed for grades K-2. Math Anex is a new assessment for grades 3-8 starting this year	2023/24 Local common assessments All Students - 100% at or above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	2020/21 - Burlingame School District will maintain or increase 98.7%	2021/22 - Burlingame School District was at 98.5% highly qualified highly qualified teachers.	2022/23 Burlingame was at 98.04% highly qualified teachers.	Teacher data for 2023/24 is being collected and will be reported to the CDE by March 1, 2024.	2023/24 - Burlingame School District will increase highly qualified teachers to 100%.
Host Latinx Family Nights (LFN), Special Education District Advisory Committee (SEDAC), Families of African American Student Organization (FASSO), Asian American Pacific Islander (AAPI), LGBTQIA+ throughout the year.	2020/21 - Burlingame School District offered 4 Latinx Family Nights.	2021/22 - Burlingame School District had a change in leadership and engaged individual Latinx families. Burlingame Intermediate School held a total of one in person FASSO meeting. A total of 4 SEDAC events were hosted by Burlingame SEDAC, and an additional event was cohosted with SMUSHD. GSA meetings for LGBTQIA+ is held every Wednesday at Burlingame Intermediate School.	2022/23 - Burlingame School District held 7 family night events: GSA: 2 meetings LFN: 2 meetings AAPI: 3 meetings	2023/24 - Burlingame School District has the following affinity groups: • Asian American Pacific Islander (AAPI) • Families of African American Students - Organization (FAASO) • Gender Sexuality Alliances (GSA) • Latinx Family Network (LFN) • Special Education District Advisory - Committee (SEDAC)	2023/24 Burlingame School District will increase the number of Parent/Guardian Nights from 4 a year to 6, measured by agendas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				• Arab-Palestinian Affinity Group	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The focus of Goal 1 was on improving all student achievement in Language Arts and Math, as measured by the California Assessment of Student Performance and Progress (CAASPP) tests. The objective for Language Arts was to increase the performance level of All Students by 70.6 points above the standard on the California School Dashboard to reach the highest Blue performance color indicator. Similarly, the goal for Math aimed to increase the performance level by 66.3 points above the standard to achieve the same highest performance color indicator.

We utilized the California School Dashboard, supplemented by local assessments, as the primary set of measures to gauge achievement outcomes.

Based on the mid-year review and outcome data, our English Language Arts (ELA) and Math performance demonstrates notable progress and stability. According to the California Dashboard, our ELA scores are commendably high, exceeding the standard by 58.6 points. This achievement showcases our students' firm grasp of language arts concepts and skills.
Moreover, our local assessments reaffirm our success in ELA, with 72.5% of students meeting or surpassing the standard. This consistency from the previous year highlights our commitment to maintaining high academic standards in language arts education.

While our students scored slightly lower in Math than in ELA, they still performed impressively, achieving 51.5 points above the standard. Although we are still in the process of reviewing our local math assessment results, it is evident that our students are making significant strides in mathematical proficiency.

Overall, our performance in both ELA and Math reflects our dedication to academic excellence and student success. By surpassing or maintaining standards in these critical subject areas, we fulfill our mission to provide a high-quality education that prepares students for future success. While there is always room for improvement, our progress signifies that we are on the right track to meeting our measurable goals in these key subject areas.

In comparing the current broad goal to last year's more specific objectives in goal 1, it is essential to underscore the shift. While last year's goals targeted student achievement in particular subjects, namely Language Arts and Math, the current overarching goal encompasses a broader spectrum of priorities, reflecting a strategic approach to address fundamental essential components. This shift suggests a nuanced understanding of the multifaceted nature of education, acknowledging the interconnectedness of various priorities and how we leverage resources to support student outcomes. Below is an explanation of the goals and actions we want to sustain and abandon.

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.

1.1 English Language Arts Curriculum - We pay for CRLP training twice a year, and $25,000 represents half of the annual contract
1.3 Math Adoption - Since we are in the second year with our new math curriculum, this action required less funds than the previous year
1.4 Tier I/II Literacy Curriculum - We are now only purchasing consumables, so the cost to maintain the curriculum is significantly less
1.6 District New Teacher Support Providers - There were more new teachers this year enrolled in the induction program than the previous year
1.8 The district adopted a new math assessment for grades 3-8, which added additional costs that were not originally budgeted
1.11 Illuminate - We are no longer using Illuminate and have switched vendors going forward
1.16 Performance Matters - In addition to the cost of the subscription, the district paid lead teachers to train staff on the use of the platform

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

The actions below supported our work in Goal 1 in the following ways:

Action 1.1 - English Language Arts Curriculum
We continue implementing the English Language Arts Curriculum (Benchmark & Study Sync) for TK-8 grades. This decision is grounded in recognizing the significance of a robust curriculum in driving improvements in student achievement. The current curriculum reflects a deliberate effort to align instructional materials and strategies with state standards and best practices in literacy education. By fully implementing this curriculum, we aim to provide students with high-quality learning experiences that foster their proficiency in English Language Arts. Additionally, continuity in this action ensures that teachers have the necessary resources and support to deliver instruction and facilitate student learning effectively. As an ongoing initiative until the adoption of a new curriculum, this action underscores our commitment to sustained improvement in English Language Arts proficiency across all grade levels.

Action 1.2 - BTSA

Supporting new teachers through the BTSA (Beginning Teacher Support and Assessment) program is a priority. We recognize its importance in providing essential guidance and resources to educators in their early careers. This commitment reflects our dedication to fostering professional growth and ensuring high-quality instruction in our schools, ultimately contributing to improved student outcomes. The continuation of this program underscores our ongoing commitment to supporting the success and development of our teaching staff.

Action 1.3 - Math Adoption
We are committed to continuing our Math Adoption initiative by sustaining the implementation of the iReady and Illustrative Math curriculum, which were adopted in the 2022-2023 academic year. Both curriculums have been fully implemented, and we will carry this action into the new LCAP by ensuring ongoing support and replenishment of relevant materials. This decision underscores our dedication to providing students with high-quality math instruction aligned with state standards, fostering their mathematical proficiency and success.

Action 1.4 - Tier I/II Literacy Curriculum
We recognize the importance of providing targeted support to students with learning differences such as Dyslexia and Dyscalculia. As we continue to identify and address the needs of these students, we are committed to implementing the Tier I/II Literacy Curriculum to ensure they receive the necessary resources and interventions for their academic success. This action underscores our dedication to equity and inclusivity in education as we strive to help every student reach their full potential.

Action 1.5 - Professional Learning Academy
We are committed to continuing the Professional Learning Academy (PLA) focused on accelerating student learning, recognizing its vital role in enhancing the instructional capacity of our teaching staff. By carrying this action to the next LCAP goals, we reaffirm our belief in the power of ongoing professional development to drive improvements in student outcomes. The PLA provides a structured framework for collaboration, learning, and growth among educators, enabling them to effectively address our student population's diverse needs. This commitment underscores our dedication to fostering a culture of continuous improvement and excellence in teaching and learning.

Action 1.6 - District New Teacher Support Providers
We are committed to supporting our new teachers through the District New Teacher Support Providers initiative, recognizing its significant impact on teacher longevity, retention, and the overall quality of education in our district. By continuing to contract new teacher support providers, we aim to nurture and retain the brightest and most talented educators, fostering a supportive environment where they can thrive and grow in their careers. This commitment underscores our dedication to cultivating a strong and sustainable teaching workforce, benefiting our students and the entire school community.

Action 1.7 - Professional Learning Math
We are dedicated to advancing math instruction through ongoing training and support for our educators. Recognizing the importance of this work, we are proud to announce our partnership with the Berkeley Math Project to provide professional learning opportunities to our TK-2 teachers in the upcoming year. This collaboration will focus on essential standards, best practices, and collaborative practices to analyze student work and refine instruction. By investing in professional learning for our teachers, we aim to enhance their expertise and effectiveness in teaching math, ultimately benefiting student learning outcomes. This initiative underscores our commitment to continuous improvement and excellence in mathematics education.

Action 1.9 - High Qualified Teachers
The commitment to employing Highly Qualified Teachers remains a priority for BSD, reflecting our steadfast belief in ensuring our students receive instruction from the best and most talented educators available. This practice aligns with our goal of providing high-quality education that nurtures students' academic growth and success. As we transition into the next LCAP, continuing this commitment underscores BSD's dedication to maintaining excellence in teaching and learning. BSD reaffirms its commitment to fostering a supportive and enriching learning environment for all students by prioritizing the recruitment and retention of Highly Qualified Teachers.

Action 1.10 - Assessment Coordinator
The Assessment Coordinator is crucial in BSD's Educational Services department, overseeing local and state assessments. This position is integral to our ongoing efforts to monitor and evaluate student progress, ensuring we have accurate and meaningful data to inform instructional decisions and support student learning. By providing leadership and guidance in administering assessments, the Assessment Coordinator helps maintain the integrity and effectiveness of our assessment practices. From coordinating test administration logistics to analyzing assessment results, this role contributes significantly to our district's commitment to continuous improvement and accountability in education. BSD recognizes the importance of the Assessment Coordinator position and remains dedicated to supporting its role within our educational framework.

Action 1.12 - Expanded Learning Tutoring
BSD remains committed to providing expanded learning tutoring opportunities for students, recognizing the invaluable benefits of additional support for those who may benefit from it. As we continue this initiative, our focus remains steadfast on meeting the diverse needs of our students and ensuring equitable access to educational resources and opportunities. By offering tutoring services, we aim to provide targeted support that reinforces classroom learning, addresses individual needs, and promotes academic growth and success for all students. This commitment underscores BSD's dedication to fostering a supportive and inclusive learning environment where every student has the opportunity to thrive.

Action 1.13 - Behavior Training
The ongoing training of staff to support student behavior will continue to be a priority in the next LCAP cycle for BSD. With an observed increase in students' behavioral issues, this initiative remains critical in ensuring that our staff can effectively address and manage these situations. By providing comprehensive training, we empower our staff to respond proactively and compassionately to the diverse needs of our students, fostering a safe, supportive, and inclusive learning environment. BSD reaffirms its dedication to promoting positive behavior and maximizing student learning opportunities through this commitment to ongoing professional development.

Action 1.14 - Science Adoption
The ongoing implementation of science curriculum materials remains a priority for BSD, reflecting our steadfast commitment to providing a robust science education for all students. As we continue this initiative into the next LCAP cycle, we recognize the importance of replenishing materials to ensure that students have access to up-to-date resources and opportunities for learning. By investing in science curriculum materials, BSD aims to cultivate curiosity, critical thinking, and scientific literacy among students, preparing them for success in an increasingly complex and dynamic world. This commitment underscores BSD's dedication to promoting excellence in science education and providing every student with the foundation they need to thrive.

Action 1.15 - Community Engagement Coordinator
The role of the Community Engagement Coordinator within BSD is indispensable, serving as the liaison between the district and our families and community members. This essential position facilitates meaningful outreach efforts to ensure that all families, especially those who are underrepresented, feel valued and included in our educational community. Moving forward, BSD is committed to employing affinity groups as a strategy to create spaces where families feel welcome, seen, and heard. By fostering a culture of inclusivity and collaboration, we aim to strengthen partnerships between families, schools, and the broader community, ultimately enhancing student success and well-being. This commitment underscores BSD's dedication to equity, diversity, and authentic engagement with all stakeholders in our district.

Action 1.16 - Performance Matters
BSD acknowledges the significance of the Performance Matters data and assessment platform as a vital tool in informing instructional decisions and improving student outcomes. As we enter the second year of utilizing this system, we reaffirm its importance in providing valuable insights to teachers, schools, and the district regarding student performance and areas of concern. The data and assessment platform facilitates data-driven decision-making and collaborative efforts to enhance student achievement. BSD is committed to carrying this vital tool into the next LCAP cycle, recognizing its instrumental role in supporting our collective efforts to ensure more significant student outcomes. This commitment underscores BSD's dedication to utilizing innovative solutions to promote continuous improvement and excellence in education.

The following actions will not be continued:

1.8
BSD has decided to discontinue the Virtual ELA and Math Curriculum, which includes embedded trimester assessments. With the transition to in-person learning for at least a couple of years, BSD strongly believes that face-to-face interaction and engagement are paramount to student success. While the virtual curriculum was a temporary solution during unique circumstances, BSD's commitment to providing high-quality, in-person instruction remains unwavering. By focusing resources and efforts on in-person teaching and learning experiences, BSD aims to support students' academic and social-emotional development best, ensuring they receive the personalized attention and support they need to thrive.

1.11 - Illuminate
BSD is discontinuing the Illuminate Data Collection system to use Performance Matters as our new data platform. This decision streamlines our data collection processes, enhancing efficiency and accuracy in data management to support student achievement better.

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

Goal 1 is undergoing adjustment to integrate MTSS (Multi-Tiered System of Supports) as a comprehensive district-wide framework encompassing diverse levels of assistance. By incorporating the MTSS framework as an LCAP broad goal, BSD emphasizes a sustained focus on methodically developing tiers for instruction, behavior, and social-emotional support. This shift represents a fundamental and systemic approach, moving from annual initiatives to long-term planning. Our aim is to disrupt the predictable outcomes within our school system, ensuring equitable opportunities for all students to succeed.

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

Goals and Actions

Goal

Goal #	Description
2	In order to address state priorities 1, 2, 3, 4, 7, and 8, as a focus goal, spring 2024, the performance level of students with disabilities on the English Language Arts CAASPP test will increase from the Yellow (29.7 points below standard) performance indicator on the California School Dashboard to, at least, the Green performance indicator (0 points below standard). The achievement gap between students with disabilities and all students is 99.9 points for the 2019/20 school year. In order to address state priorities 1, 2, 3, 4, 7, and 8, as a focus goal, by spring 2024, the performance level of students with disabilities on the Math CAASPP test will increase from the Yellow (42.3 points below standard) performance indicator on the California School Dashboard to, at least, Green performance indicator (0 points below standard). The achievement gap between students with disabilities and all students is 108.6 points for the 2019/20 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard - ELA	2018/19 Dashboard ELA ELA - Students With Disabilities - Yellow performance Indicator - 30.1 points below standard	2020/21 Dashboard ELA ELA - Students with Disabilities - Red performance indicator - 72.7 points below standard.	ELA - 44.9 points below standard	ELA - 44.9 below standard	2023/2024 Dashboard ELA Green performance Indicator - 0 points below standard
Ongoing Local Assessments - ELA	2020/2021 During the 21/22 school year, as described as one of the actions, BSD will	2021/22 Local common assessments ELA	2022/23 Local common assessments ELA	2023/24 Local common assessments ELA (mid-year)	2023/2024 Local common assessments ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	be implementing a new ELA adopted curriculum. 21/22 School year student performance data on new common assessments will become baseline data. Common formative and summative assessments will be utilized to measure growth to achieve the desired goal by 2023/24. Current Baseline : 0 - Zero	Students with Disabilities - 25% at or above grade level.	Students with Disabilities - 31% at or above grade level.	Students with Disabilities - 41.5% at or above standard	Students with Disabilities - 100% at or above grade level.
California School Dashboard Math	2018/19 Dashboard Math Students With Disabilities - Yellow performance Indicator - 42.3 points below standard	2020/21 Dashboard ELA Math - Students with Disabilities - Red performance indicator - 72.3 points below standard.	Math - 67.7 points below standard	Math - 62.8 below standard	2023/2024 Dashboard Math Green performance Indicator - 0 points below standard
Ongoing Local Assessments - Math	2020/2021 Baseline data will be collected for progress measuring.	2021/22 Local common assessments Math	Local common math assessment discontinued	Fall i-Ready data has been collected and is being reviewed for grades K-2. Math Anex is a new assessment for	2023/2024 Local common assessments Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline data : 0 Zero	Students with Disabilities - 8% at or above grade level.		grades 3-8 starting this year	Math - Students with Disabilities - 100% at or above grade level.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

In alignment with state priorities 1, 2, 3, 4, 7, and 8, Goal 2 underscores BSD's commitment to addressing the achievement gap for students with disabilities in English Language Arts (ELA) and Math. As we are at the start of our assessment period, we aim to elevate the performance level of students with disabilities on the CAASPP tests from the Yellow performance indicator to the Green performance indicator, reflecting a significant improvement from 29.7 points below standard to parity with their peers. Similarly, in Math, our goal is to narrow the gap by raising performance from 42.3 points below standard to the Green performance indicator. This initiative highlights BSD's dedication to ensuring equitable access to high-quality education for all students, regardless of ability and striving to eliminate disparities in academic achievement.

Our ongoing analysis reveals encouraging progress in our efforts to support students with disabilities academically, particularly in English Language Arts (ELA). Our mid-year assessment on the California School Dashboard indicates that students with disabilities are performing at 44.9 points below the standard in ELA, which continues to present a challenge. However, our local assessments show a brighter outcome, with 41.5% of students with disabilities achieving at or above the standard in ELA. This progress demonstrates our focus on inclusive practices, interventions, and support systems, which have shown consistent results over the past two years.

According to the California School Dashboard, the performance gap appears wider in Math, with students scoring 62.8 points below the standard. We recently incorporated Math ANEX, an asset-based assessment tool. We are utilizing the results to understand the differences between state and local assessments and pinpoint improvement areas.

Overall, our commitment to providing inclusive education remains steadfast. Despite the challenges posed by performance gaps, our dedication to supporting every student's academic growth remains unwavering. We will continue refining our strategies, leveraging best practices, and collaborating closely with educational partners to ensure that all students, regardless of ability, receive the necessary support to thrive academically.

In Goal Two of the new LCAP cycle, BSD maintains its focus on academic achievement but with a strategic shift towards targeting specific subgroups. The student groups include our unduplicated pupils (foster youths, English learners, students qualifying for free and reduced

meals), as well as Hispanic students and students with disabilities (SWD), who are identified as among the lowest-performing groups on the California Dashboard. By concentrating our efforts on these targeted subgroups, BSD aims to align resources effectively, maximizing our impact and driving more significant outcomes. This targeted approach reflects BSD's commitment to equity and ensuring that all students have the support they need to succeed academically.

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.

2.2 The district offered a new professional learning opportunity on dyslexia for teachers and specialists. Anyone who completed the training received a stipend, which accounts for the amount spent over budget
2.11 The district did not use as many assessment consumables for initial evaluations for special education as in the past
2.12 There was an increase in the amount of students who needed transportation services

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

The following actions helped support our progress towards Goal 2:

The following actions helped support our progress towards Goal 2:

2.1 - Professional Learning Tier II/Tier III ELA/ELD Professional learning for teachers for tiered supports of instruction and intervention.

Our commitment to enhancing instructional capacity in English Language Arts/English Language Development (ELA/ELD) through tiered support of instruction and intervention remains steadfast. Our goal is to continue providing targeted support for teachers to effectively address the diverse needs of students in ELA/ELD both within and outside the classroom.
By offering tier II and tier III professional learning opportunities, we aim to empower our teaching staff with the knowledge and skills to implement evidence-based instructional strategies tailored to individual student needs. Through ongoing professional development, teachers will deepen their understanding of best practices in differentiated instruction, intervention techniques, and scaffolded support, ultimately fostering more significant academic growth and success for all students in ELA/ELD.

Our sustained focus on professional learning underscores our commitment to continuous improvement and excellence in education. By prioritizing enhancing instructional capacity, we ensure that our teaching staff remains equipped to meet the evolving needs of our diverse student population, ultimately advancing our mission of fostering academic achievement and equitable outcomes for all learners in ELA/ELD.

2.2 - Professional Learning Tier II/Tier III Math

As we prioritize advancing mathematical proficiency among our students, we recognize the indispensable role of professional learning in elevating our teachers' instructional capacity. Moving forward, we steadfastly commit to sustaining tiered professional learning initiatives, ensuring our educators receive targeted support and development opportunities. This ongoing investment empowers teachers with the necessary tools and strategies and reinforces our collective mission to foster a culture of continuous improvement and excellence in mathematics education. We will carry this action into our new plan as we organize the focus on professional learning.

2.3 Curriculum Tier II/III ELA/ELD

Acknowledging the nuanced needs of our students in English Language Arts/English Language Development (ELA/ELD), we understand the imperative of supplementing our existing curriculum to address targeted areas requiring intervention. While we strive for excellence in curriculum design, we recognize that no single curriculum can fully meet the diverse needs of all learners. Therefore, we are committed to providing supplementary resources and materials to support students who require additional assistance. By prioritizing flexibility and responsiveness in our approach to curriculum implementation, we ensure that every student receives the tailored support they need to thrive academically in ELA/ELD.

2.4 - Curriculum Tier II/III Math
Recognizing the multifaceted learning needs of our students in mathematics, we acknowledge the importance of supplementing our core curriculum to address targeted areas requiring intervention. While our primary curriculum serves as a foundation, we understand that additional support is essential for students who need extra assistance. Therefore, we are committed to providing supplementary resources and materials tailored to tier II and III interventions. By prioritizing adaptability and responsiveness in our curriculum approach, we ensure that all students have access to the resources and support necessary for their mathematical success.

2.5 - Virtual Support Platforms

Embracing virtual support platforms has proven immensely beneficial, offering flexibility and accessibility to our educational community. As we continue to leverage these platforms, we recognize the importance of ensuring high usage and providing necessary support to maximize their effectiveness. While we acknowledge the advantages they bring, our commitment remains steadfast in maintaining a consistently high level of engagement. Through ongoing monitoring and evaluation, we will proactively address any challenges and optimize usage to fully capitalize on the benefits these virtual support platforms offer our students.

2.6 - Core Curriculum for Mod/Sev
Ensuring consistent and updated core curriculum for our Moderate/Severe and Special Day Classes remains a cornerstone of our commitment to inclusive education. We recognize the essential role that a robust curriculum plays in providing meaningful learning

experiences for students with diverse learning needs. Therefore, we reaffirm our dedication to maintaining this action, ensuring that our special education staff have access to high-quality, relevant curriculum materials that meet the unique requirements of their students. By prioritizing consistency and ongoing updates, we empower our educators to deliver effective instruction and support all students' academic growth and development in our special education programs.

2.7 Highly Qualified Educational Specialists
Ensuring the presence of highly qualified educational specialists, including Speech-Language Pathologists (SLPs), Psychologists, Resource Specialist Program (RSP) Teachers, Special Day Class (SDC) Teachers, and Occupational Therapists (OTs), is paramount in providing comprehensive support to our students with special needs. We affirm our unwavering commitment to maintaining these critical positions, recognizing their indispensable role in meeting the diverse needs of our student population. By prioritizing the retention and recruitment of skilled professionals in these vital roles, we reinforce our dedication to fostering an inclusive and supportive learning environment where every student can thrive.

2.8 - Instructional Aides
We deeply value the crucial role played by instructional aides in our educational community. Their presence as integral members of our teaching team ensures that students receive vital in-class support tailored to their needs. By maintaining a dedicated cadre of instructional aides and providing ongoing training and development opportunities, we aim to cultivate a supportive and enriching learning environment for all students.

2.9 Highly Qualified Administrator - Director of Special Education
Maintaining the position of Director of Special Education is pivotal in ensuring the effectiveness of our special education program. As a key leader within the department, the Director plays a central role in guiding and leading the implementation of policies, programs, and services that directly impact students with special needs. By sustaining this critical position, we affirm our commitment to providing strong leadership and strategic direction to support the success and well-being of all students within our special education community.

2.10 - Assessment Coordinator Coordinator of local and state assessments
The role of the Assessment Coordinator is essential in our educational framework, serving as a vital link between student progress monitoring and the administration of local and state assessments. With a focus on ensuring accurate assessment practices and data-driven decision-making, this position is crucial in providing valuable insights into student learning and growth. By maintaining this essential role, we reaffirm our commitment to fostering a culture of continuous improvement and accountability, where assessment practices are thoughtfully coordinated to support all students' academic success and holistic development.

2.11 - Assessment Consumables
Ensuring access to assessment consumables is essential for conducting assessments effectively and providing comprehensive support to understand students' needs. These materials facilitate various assessment activities, including diagnostic assessments, progress monitoring, and individualized evaluations. By prioritizing the availability of assessment consumables, we demonstrate our commitment to gathering accurate data and insights that inform targeted interventions and support strategies tailored to each student's unique learning requirements.

2.12 - Transportation

Providing transportation support for students to and from school is not only a requirement but also a fundamental right essential to ensuring access to public education for our special education students. This support is integral to promoting equity and inclusion, as it removes barriers to accessing education and enables all students to benefit from the opportunities provided by our school community.

2.13 - Extended School Year
Offering an Extended School Year and Summer Learning Opportunities is a vital practice to support students who require additional assistance in maintaining or reinforcing their acquired skills. These programs ensure that students have access to continued learning during the summer break, particularly those who may need extra help to meet academic goals. By providing these opportunities, we uphold our commitment to educational support and student success, ensuring all learners have the resources to thrive academically throughout the year.

We did not identify any actions that were not effective. As we embark on developing our new Local Control and Accountability Plan (LCAP) cycle, we recognize the essential role of various actions in achieving Goal 2. Moving forward, we will streamline and condense these actions to ensure clarity and efficiency in our efforts to support student success. By refining our approach, we aim to enhance the effectiveness of our strategies and maximize impact in meeting the diverse needs of our students while maintaining a focus on continuous improvement and excellence in education.

As we embark on developing our new Local Control and Accountability Plan (LCAP) cycle, we recognize the essential role of various actions in achieving Goal 2. Moving forward, we will streamline and condense these actions to ensure clarity and efficiency in our efforts to support student success. By refining our approach, we aim to enhance the effectiveness of our strategies and maximize impact in meeting the diverse needs of our students while maintaining a focus on continuous improvement and excellence in education.

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

In the upcoming LCAP cycle, Goal 2 will prioritize targeted improvements in academic outcomes, explicitly focusing on Language Arts and Math for specific student subgroups. These subgroups encompass unduplicated students, including English learners, foster youths, and those eligible for free and reduced meals. Additionally, our attention will be directed toward Hispanic students and students with disabilities identified as underperforming groups.

We will continue utilizing similar metrics to gauge progress, ensuring consistency and comparability across assessments. Our overarching aim is to facilitate one year's growth and progress for students in these targeted groups, as measured by state and local assessments. Previous and new actions will be incorporated to support goal 2. The actions will include providing professional learning opportunities for staff to enhance instructional practices. Prioritizing instructional aides to provided targeted support for students is paramount. In addition, the response to intervention and instruction (RTII) specialists is leveraged to address the diverse needs of students.

Through these concerted efforts, we aspire to create a supportive and equitable learning environment where all students, particularly those in targeted subgroups, have the opportunity to achieve academic success and thrive in their educational journey.

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

Goals and Actions

Goal

Goal #	Description
3	In order to address state priorities 1, 2, 3, 4, 7, and 8, as a focus goal, spring 2024, the performance level of Current English Language Learners (Distance from Standard) on the Language Arts CAASPP test will increase from 33.1 points below standard on the California School Dashboard to, at least, 0 points below standard. The achievement gap between Current English Learners and All students is 102.9 points for the 2019/20 school year. In order to address state priorities 1, 2, 3, 4, 7, and 8, as a focus goal, spring 2024, the performance level of Current English Language Learners (Distance from Standard) on the Math CAASPP test will increase from 17 points below standard on the California School Dashboard to, at least, 0 points below standard. The achievement gap between Current English Learners and All students is 83.3 points for the 2019/20 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard ELA	2018/19 Dashboard ELA Current English Learners - 33.1 points below standard	2020/21 Dashboard ELA ELA - Current English Learners - Orange performance indicator - 54.3 points below standard.	ELA: 5.5 points above standard	ELA - 9.6 points below standard	2023/24 California Dashboard ELA Current English Learners - 0 points below standard
Ongoing Local Assessments ELA	2020/21 Local common assessments During the 21/22, as described as one of the actions, BSD will	2021/22 Local common assessments ELA	2022/23 Local common assessments for ELA	2023/24 Local common assessments for LEA (mid-year)	2023/24 Local common assessments Current English Learners - 100% at or above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	be implementing a new ELA adopted curriculum. 21/22 School year student performance data on new common assessments will become baseline data. Common formative and summative assessments will be utilized to measure growth to achieve the desired goal by 2023/24. Current Baseline : 0 - Zero	Current English Learners - 40% at or above standard.	Current English Learners - 42% at or above standard.	Current English Learners - 36.7% at or above standard	
California School Dashboard Math	2018/19 Dashboard Math Math - Current English Learners - 17 points below standard	2020/2021 Dashboard Math Current English Learners - Orange performance indicator - 57.5 points below standard.	Math: 10.9 points below standard	Math - 14.4 points below standard	2023/24 California Dashboard Math Current English Learners - 0 points below standard
Ongoing Local Assessments Math	2020/21 Local common assessments Baseline data will be collected for progress	2021/22 Local common assessments Math	Local common math assessment discontinued	Fall i-Ready data has been collected and is being reviewed for grades K-2. Math Anex is a new	2023/24 Local common assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	measuring during the 21/22 school year. Baseline data : 0 - Zero	Current English Learners - 34% at or above standard.		assessment for grades 3-8 starting this year	Current English Learners - 100% at or above standard

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Our current goals for English Learners focus on elevating their academic performance in both Language Arts and Math. Specifically, we aim to reduce the distance from standard on the California School Dashboard to at least 0 points below standard for both subjects by spring 2024. In Language Arts, we aim to improve their performance from 33.1 points below standard to 0 points below standard, while in Math, our objective is to enhance performance from 17 points below standard to 0 points below standard. These goals align with state priorities and address the significant achievement gap between English Learners and All students. By focusing our efforts on these goals, we aim to ensure equitable academic outcomes and support the success of our English Learner population.

Based on current data, our analysis reveals that English Learners are progressing in both English Language Arts (ELA) and Math, albeit with room for improvement. According to the California School Dashboard, English Learners scored 9.6 points below standard in ELA. Additionally, our local assessment results indicate that 36.7% of English Learners are performing at or above the standard in ELA. In Math, English Learners are at 14.4 points below standard, with ongoing collection and review of K-2 local assessment results.
To gain further insights into the progress of students in grades 3-8 in math, we have incorporated the Math ANEX as a new assessment tool. This addition aims to comprehensively understand English Learners' mathematical proficiency and guide targeted interventions to support their academic growth.

Overall, while progress is evident, our focus remains on enhancing support and interventions to ensure that English Learners continue to make strides towards meeting academic standards in both ELA and Math.

3.1 Adopt English Language Development Curriculum - Since this is the third year we are using this curriculum, the annual costs have gone down significantly (non-consumable items do not need to be purchased yearly)
3.7 Translation Services - We added a new AI driven translation platform, which doubled the cost for this action

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

The following actions helped support our progress towards Goal 3:

3.2 - Professional Learning for ELD
BSD remains committed to prioritizing professional learning opportunities to support the implementation of the English Language Development (ELD) Curriculum across TK-8 grades. The ongoing provision of professional learning in this area reflects BSD's dedication to building teachers' capacity to serve our diverse student population effectively. By equipping educators with the necessary knowledge and skills, BSD empowers them to address English learners' linguistic and academic needs, thus promoting equity and fostering a supportive learning environment for all students.

3.3 - Professional Learning Math for English Learners
Similar to our commitment to English Language Development, BSD prioritizes professional learning opportunities tailored to support English Learners in mathematics. This ongoing commitment underscores our dedication to building teachers' capacity to effectively address the unique needs of English Learners in math instruction. By providing targeted professional development, BSD empowers educators with the knowledge and strategies necessary to facilitate meaningful learning experiences and promote academic success for English Learners in mathematics.

3.4 English Learner Specialist
Sustaining the role of the English Learner Specialist is vital for BSD to provide tailored support to students who speak languages other than English. This specialist is instrumental in ensuring that English Learners receive the specific assistance and resources they need to excel academically and linguistically. By maintaining this position, BSD reaffirms its commitment to cultivating an inclusive educational environment where all students, regardless of their language backgrounds, have the opportunity to thrive.

3.5 RTII Specialists
Continuing the role of RTI Specialists is paramount for BSD to sustain Tier I and Tier II interventions effectively. These specialists are critical in supporting students who need assistance meeting academic standards. Their expertise and dedication have proven invaluable in

delivering targeted interventions that address the diverse needs of students. By carrying over this action, BSD reaffirms its commitment to ensuring that all students receive the necessary support to achieve academic success.

3.6 Instructional Aides EL
Sustaining instructional aides for English Learners (EL) is fundamental to providing targeted support for these students. This action remains essential, as instructional aides play a crucial role in offering personalized assistance that addresses the specific needs of English Learners. By continuing this initiative and carrying it over to the next LCAP plan, BSD underscores its commitment to ensuring that English Learners receive the necessary support to thrive academically and succeed in their educational journey.

3.7 Translation Services
While the Translation Services action will be carried over as an action item, its focus will shift toward parent engagement rather than direct student support. This adjustment reflects a strategic emphasis on fostering more robust connections between families and the school community. By providing translation services, BSD aims to enhance communication and collaboration with parents facing language barriers, promoting more significant involvement in their children's education and overall school engagement.

3.8 Expanded Learning Tutoring
Continuing the Expanded Learning Tutoring program is essential to uphold BSD's dedication to providing ongoing academic support for English learners outside of the regular school day. This action underscores BSD's unwavering focus on ensuring that English learners receive the additional assistance to thrive academically. By extending learning opportunities beyond traditional school hours, BSD aims to bolster English learners' academic success and progress, empowering them to achieve their full potential.

3.9 Assessment Coordinator
The Assessment Coordinator role will continue as it remains essential in monitoring student progress.

3.11 Virtual Platforms
Virtual platforms serve as essential supplemental resources for our English learners. This action item will be carried over to ensure continued support for their academic growth.

3.12 Summer Learning
Summer learning remains a priority to support our English learners, who are part of our unduplicated pupil population.

3.13 Newcomer Support Identification Assessments
The Newcomer Support Identification Assessments action item will be carried over to the new LCAP plan, as it is crucial to have assessment resources and tools in place to identify and provide support for newcomers.

3.14 Assessments ELPAC - ELPAC training and time
As part of our commitment to proper assessment practices and understanding students' language needs, ELPAC training and administration will be maintained as an essential requirement.

3.15 Learning Ally - Audiobooks for students
Providing Learning Ally audiobooks for students is an essential tool for English learners to access rich texts and facilitate language development. Therefore, we will carry over this action item as part of our supplemental resources.

3.16 Inspire Science Spanish - Science curriculum in Spanish
Inspire Science Spanish, our science curriculum in Spanish, is integral to our core curricular resources. We will carry over this action item to ensure continued access to essential instructional materials.

3.17 Community Engagement Coordinator
The Community Engagement Coordinator role will be carried over, albeit under the umbrella of family engagement and social-emotional learning initiatives.

3.18 Performance Matters
Performance Matters, our data and assessment platform, is a general resource for progress monitoring students. This action item will be continued to ensure ongoing support for student assessment needs.

The following actions will be discontinued:

3.1 - Adopt English Language Development Curriculum
While we are not adopting a new English Language Development Curriculum at this time, it remains crucial to continue the implementation of our existing curriculum. English Language Development (ELD) instruction plays a vital role in supporting English learners' linguistic and academic growth. Therefore, while this specific action is not being carried over, it is imperative to maintain a strong focus on effective ELD practices to ensure our English Learners' ongoing support and progress.

3.10 Illuminate
The Performance Matters Platform has replaced the Illuminate platform. Therefore, this action item will not be carried over.

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

Goal three remains centered on prioritizing the needs of our English learners, reflecting our commitment to ensuring their academic success and holistic development. In line with this focus, we recognize the importance of adjusting resources to match the evolving needs of our

students, particularly in providing targeted support through professional learning opportunities. Additionally, we emphasize the significance of prioritizing academic materials and robust programming tailored to meet the diverse learning needs of English learners.

Consistent with previous iterations, we prioritize instructional aides' role, recognizing their invaluable contributions in providing individualized support to students. Furthermore, we underscore the essential role of the family engagement coordinator in fostering authentic partnerships with families. By engaging families as active partners in their children's education, we aim to create a supportive and inclusive learning environment that nurtures the success and well-being of our English learners.

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

Goals and Actions

Goal

Goal #	Description
4	In order to address state priorities 1, 2, 3, 4, 7, and 8, as a focused goal, by spring 2024, the performance level of Socioeconomically Disadvantaged students on the Language Arts CAASPP test will increase from 1.5 points above standards to, at least, 20 points above standard within the Green performance indicator on the California School Dashboard. The achievement gap between Socioeconomically Disadvantaged students and all students is 68.3 points for the 2019/20 school year. In order to address state priorities 1, 2, 3, 4, 7, and 8, as a focused goal, by spring 2024, the performance level of Socioeconomically Disadvantaged students on the Math CAASPP test will increase from the Yellow (9.1 points below standard) performance indicator on the California School Dashboard to, at least, Green performance indicator (0 points below standard). The achievement gap between Socioeconomically Disadvantaged students and all students is 75.4 points for the 2019/20 school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard ELA	2018/19 Dashboard ELA Socioeconomically Disadvantaged Students - Green Performance Indicator - 1.5 points above standards	2020/21 Dashboard ELA Socioeconomically Disadvantaged Students - Orange performance indicator - 22.8 points below standard	2021/22 Dashboard ELA Socioeconomically Disadvantaged Students - 0.1 points below standard	2022/23 Dashboard ELA Socioeconomically Disadvantaged Students - 9 points below standard	2023/24 California Dashboard ELA Socioeconomically Disadvantaged Students - Green Performance Indicator - 20 points above standards
Ongoing Local Assessments ELA	2020/21 Local common assessments ELA	2021/22 Local common assessments ELA	2022/23 Local common assessments ELA	2023/4 Local common assessments ELA	2023/24 Local common assessments ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	During the 21/22, as described as one of the actions, BSD will be implementing a new ELA adopted curriculum. 21/22 School year student performance data on new common assessments will become baseline data. Common formative and summative assessments will be utilized to measure growth to achieve the desired goal by 2023/24. Current Baseline : 0 - Zero	Socioeconomically Disadvantaged Students - 31% at or above standard	Socioeconomically Disadvantaged Students - 32% at or above standard	Fall benchmark data was collected and reviewed. Socioeconomically Disadvantaged Students - 62% at or above standard	Socioeconomically Disadvantaged Students - 100% at or above standard
California School Dashboard Math	2018/19 Dashboard Math Socioeconomically Disadvantaged Students - Yellow Performance Indicator - 9.1 points below standards	2020/21 Dashboard Math Socioeconomically Disadvantaged Students - Orange performance indicator - 43.4 points below standard	2021/22 Dashboard Math Socioeconomically Disadvantaged Students- 22.8 points below standard	2022/23 Dashboard Math Socioeconomically Disadvantaged Students - 31.3 points below standard	2023/24 California Dashboard Math Socioeconomically Disadvantaged Students - Green Performance Indicator - 0 points below standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ongoing Local Assessments Math	2020/21 Local common assessments Math Baseline data will be collected for progress measuring during the 21/22 school year. Baseline data : 0 Zero	2021/22 Local common assessments Math - Socioeconomically Disadvantaged Students - 34.3% at or above average	Local common math assessment discontinued	Fall i-Ready data has been collected and is being reviewed for grades K-2. Math Anex is a new assessment for grades 3-8 starting this year	2023/24 Local Common Assessments Math Socioeconomically Disadvantaged Students - 100% at or above standard

Goal Analysis

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

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

Currently, the focus is on elevating the academic performance of socioeconomically disadvantaged (SED) students in both Language Arts and Math. The goal is to narrow the achievement gap between SED students and their peers by spring 2024. In Language Arts, the target is to increase their performance level from 1.5 points above standard to at least 20 points above standard, within the Green performance indicator on the California School Dashboard. Similarly, in Math, the objective is to improve their performance from the Yellow performance indicator (9.1 points below standard) to at least the Green performance indicator (0 points below standard).

This goal aligns with state priorities and addresses the significant achievement gap between SED students and all students, which stood at 68.3 points in Language Arts and 75.4 points in Math. By focusing efforts on enhancing the academic outcomes of SED students, the aim is to foster equity and ensure that all students have the opportunity to succeed academically, regardless of their socioeconomic background.

As a district, our analysis of the mid-year outcome data reveals essential insights into the academic performance of socioeconomically disadvantaged (SED) students. According to the California School Dashboard, SED students scored 9 points below standard in Language Arts and 31.3 points below standard in Math. While these results indicate areas for improvement, it's noteworthy that in our local assessments, SED students performed significantly higher, with 62% achieving at or above the standard in Language Arts.

However, despite this positive local assessment outcome in Language Arts, a substantial performance gap still needs to be established between SED students and their peers, as indicated by the California School Dashboard data.

This insight suggests the need for targeted interventions to further support SED students in reaching proficiency levels in Language Arts.

In Math, the performance gap is even more pronounced, with SED students scoring significantly below standard, according to the California School Dashboard. To address this, we have taken proactive measures by incorporating the Math ANEX, an asset-based assessment, to gather additional information and insights to inform targeted support strategies for SED students who are not at grade level.

Overall, while there are areas of strength and improvement, our analysis underscores the importance of leveraging both state and local assessment data to identify areas for growth and tailor interventions that effectively support the academic success of socioeconomically disadvantaged students. By doing so, we remain committed to closing the achievement gap and ensuring equitable outcomes for all students within our district.

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 following actions helped support our progress towards goal 4:

4.1 Extended Summer Learning Support - Due to construction, the district was only able to host summer programming at one site, which limited the enrollment more than originally planned

4.2 Extended School Year Learning Support - The number of students who signed for after school programming was less than originally planned

4.4 More student Chromebooks were ordered due to an unusually high number of devices that needed to be replaced

4.7 Performance Matters - 2023-24 was the first year of adoption for the district, and the cost of onboarding and implementation was higher than the annual base cost

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

4.4 Devices to support student learning - More student devices (Chromebooks) had to be sent out for repair or replaced than anticipated.

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

As part of our equity stance, we recognize the importance of prioritizing resources and support for socioeconomically disadvantaged (SED) students to level the playing field and ensure equitable access to opportunities. Extended summer learning support and extended school year learning support are essential to provide additional assistance to students who may lack the needed resources.

By prioritizing these initiatives, we strive to empower SED students academically, socio-emotionally, and behaviorally, fostering their overall growth and success.

Furthermore, we emphasize the significance of family partnership in supporting student academic growth. To facilitate this collaboration, we prioritize providing a Community Engagement Coordinator. This dedicated role is essential in connecting with families, conducting outreach, and forming authentic partnerships. Through these efforts, we strive to create a supportive network where families actively engage in their student's education, thus enhancing their academic journey and promoting success.

In the new LCAP goals, we will continue to prioritize providing similar resources and support for our most underserved students in our community. However, Goal 4 in our upcoming LCAP will address the social emotional well-being of students as a foundation to improve student learning and outcomes.

The following actions will be discontinued. However, they are essential for the broad goal.

4.3 Wireless Connections
While wireless connection is a general resource, it does not directly contribute to supporting socioeconomically disadvantaged (SED) students.

4.4 Devices to support student learning
Devices to support student learning are a general resource intended for all students rather than explicitly targeting socioeconomically disadvantaged (SED) students. Therefore, we will include this resource in the broader goal rather than focusing solely on SED students.

4.7 Performance Matters
Performance Matters Platform is essential for monitoring student progress and storing data. While crucial for all students, it will be funded through general resources rather than explicitly targeting socioeconomically disadvantaged (SED) students. It will be part of the broad goal under the fundamental resources

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

Goals and Actions

Goal

Goal #	Description
5	To address state priorities 5 and 6, as a broad goal, by spring 2024, implementation of the board-approved Social Emotional Learning program will reach, at least, an 85 percent implementation rate across all BSD schools from TK to 6th grade as measured by implementation assessment tools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation data collection	2020/21 Baseline data is not available. While the district is currently fully implementing a board approved Social Emotional Learning program at all schools, a broad implementation measurement has never been done. Current Baseline : 0 - Zero	2021/22 - 66.7% of teachers are implementing SEL curriculum within their classroom.	2022/23 - Our counselors report 71% implementation across all school sites.	2023/24 - Implementation data has not been collected yet for this year	2023/24 - 85% implementation rate
Principals/counselors observations data submission	2020/21 Baseline data is not available. While the district is currently fully implementing a board approved Social Emotional Learning	2021/22 There has not been a principal or counselor observation survey.	2022/23 There has not been a principal or counselor observation survey.	2023/24 There has not been a principal or counselor observation survey.	2023/24 - 85% implementation rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	program at all schools, a broad implementation measurement has never been done. Current Baseline : 0 - Zero				
Teacher implementation data submission	2020/21 Baseline data is not available. While the district is currently fully implementing a board approved Social Emotional Learning program at all schools, a broad implementation measurement has never been done. Current Baseline : 0 - Zero	2021/22 - 66.7% of teachers are implementing SEL curriculum within their classroom.	2022/23 - Our counselors report 71% implementation across all school sites.	2023/24 - Implementation data has not been collected yet for this year	2023/24 - 85% implementation rate

Goal Analysis

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

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

Given that we have yet to collect any implementation data for our Social Emotional Learning (SEL) program, we face a challenge in accurately measuring progress toward reaching an 85 percent implementation rate across all BSD schools by spring 2024. The absence of data from principal or counselor observation surveys and teacher implementation data underscores the need to rethink our approach and explore alternative tools for assessing implementation.

To address this challenge, we may consider developing new assessment tools or adapting existing ones to measure the SEL program's implementation effectively. These tools should capture various aspects of implementation, including fidelity of program delivery, integration into classroom practices, and engagement of students and staff. Additionally, we may explore alternative data sources, such as student surveys or parent feedback, to provide a comprehensive understanding of SEL program implementation across schools.

By rethinking our measures and exploring alternative assessment tools, we can ensure that we have robust systems to monitor progress toward our goal and make informed decisions to support the successful implementation of the SEL program in BSD schools.

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.

5.4 The district expanded the mental health team to include another psychologist

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

The following actions helped support our progress towards Goal 5:

5.1 Counselors (4)
Continuing the employment of our four counselors in the district is crucial for supporting students with socio-emotional needs. This action will be carried over as part of our ongoing commitment to prioritize all students' well-being and general development.

5.2 Professional Learning - SEL Professional Learning
Professional Learning focused on Social Emotional Learning (SEL) is being reinstated as a priority due to inconsistencies in SEL implementation. By investing in professional learning opportunities, we aim to enhance alignment and calibration among staff, ensuring consistent and practical support for students' socio-emotional and behavioral needs. This action item will be continued in the new LCAP to reinforce our commitment to fostering a supportive and nurturing learning environment for all students.

5.3 School Psychologist Interns - SP Interns (2)
The allocation of School Psychologist Interns (2) remains a critical action item. These interns play a pivotal role in providing counseling support to address students' increasing mental health needs. By maintaining this initiative, we reinforce our commitment to supporting the socio-emotional well-being of students and ensuring access to necessary mental health services.

5.4 School Psychologists
Maintaining School Psychologists as essential positions within student services supports students' socio-emotional well-being. This action item will be continued to ensure students have access to the necessary support and resources they need to thrive academically and emotionally.

5.5 Supplies and Materials
Ensuring the availability of supplies and materials necessary for Social Emotional Learning (SEL) programming is vital to maintaining consistency and effective implementation. This action item will be continued to support the ongoing delivery of SEL initiatives and provide students with the resources they need to cultivate essential social-emotional skills.

5.6 Virtual Platforms
Utilizing virtual platforms to support Social Emotional Learning (SEL) is essential and will be maintained as an action item. This approach ensures that we have various resources available to effectively meet the diverse needs of students, especially in today's digital learning environment.

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

At BSD, Social Emotional Learning (SEL) remains a paramount priority for our students. We are committed to relaunching our SEL initiative, ensuring all staff members receive adequate training and are familiar with our current curricular resources. Professional Learning and human resources are key focus areas for us, as we recognize the importance of equipping our staff with the necessary tools to support students' socio-emotional development effectively.

Consistent implementation of SEL practices is crucial in achieving our desired outcomes. By fostering a culture of consistent implementation across our schools, we aim to create an environment where students feel supported and empowered to succeed academically and emotionally. The SEL focus as a goal is significant for our middle school students, many of whom may feel disconnected from school.
In addition to maintaining positions such as counselors and psychologists, we prioritize such roles as the Director of Student Services. This individual will be vital in ensuring SEL programming is consistent and well-supported throughout our district. Through these concerted efforts, we are dedicated to providing a nurturing and inclusive learning environment where all students can thrive academically and socio-emotionally.

For the upcoming LCAP, Goal 5 will address student attendance and absenteeism. As a part of being in Differential Assistance for the 2023-24 academic year for chronic absenteeism, a major focus for the district going forward will be student engagement.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Burlingame School District	Dr. Marla Silversmith Superintendent	msilversmith@burlingameschools.org (650) 259-3800

Plan Summary [2024-25]

General Information

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

As of May 2024, the Burlingame School District (BSD) serves 3,389 students spanning from Preschool through 8th grade across seven schools. Our six elementary schools serve students from preschool through fifth grade, while our intermediate school has sixth through eighth-grade students. BSD takes pride in its vibrant student body, which mirrors the rich diversity of the local community. The largest demographic groups include White (41.8%) students, Asian (34.6%) students, Hispanic or Latino (8.7%) students, and students of two or more races (10.5%). Within our student population, 12.9% identify as multilingual, representing a spectrum of 39 different languages. Additionally, 16.7% of our students come from economically disadvantaged backgrounds, while those with disabilities constitute 9.2% of the student body.

The district continues to provide many new programs and support services that have been developed and implemented; with a focus on providing equitable access to learning that is engaging 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 grades 3-8
- Extended Learning Opportunities grades K-6

Despite the average home value of $2.7 million (according to Zillow 2024, up from $1.8 in 2017) in Burlingame, 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, 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 years, BSD has focused on building student engagement in school and resulting in dramatically fewer student suspensions. The implementation of a district-wide SEL programs such as Kimochis, and "2nd Step" along with restorative practices have added in the success of 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 Board Adopted four core cuuiculums in the areas of math, English, social studies, and science 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 supporting each and every student in at least one years worth of growth in each of the following areas: behaviorally, academically, and social-emotionally. Within BSD we have formed the Justice, Equity, Diversity, and Inclusion, committee, that meets monthly and also provides reports to the Board of Trustees on areas where students groups are either over or under

identified within our school district. When a student group is discovered to have a trend of being over or under represented a plan is then put in place to rectify the concern. Some of the concerns 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 the areas of concern and plans put in place.

2023 California School Dashboard

English Language Arts:
*All Students: 58.6 points above standard
*Hispanic: 12 points below standard
*Socioeconomically Disadvantaged (SED): 9 points below standard
*Current English Learners (EL): 60.9 points below the standard
*Recently Reclassified Fully English Proficient (RFEP): 27.2 points above standard
*English Only (EO): 71.7 points above standard
*Students with Disabilities 44.9 points below the standard

Mathematics:
*All Students: 51.5 points above standard
*Hispanic: 35.1 points below standard
*Socioeconomically Disadvantaged (SED): 31.3 points below standard
*Current English Learners (EL): 54 points below standard
*Recently Reclassified Fully English Proficient (RFEP): 13.8 points above standard
*English Only (EO): 62.9 points above standard

When digging into the data further and into current research we are aware of the correlation of math and music. We noticed that our students that are preforming well in math on state and local assessments and that are in higher level math classes are also in our opt-in instrumental music course. Although we do offer free instruments to our students, many do not opt-into borrowing an instrument. After working closely with our families and hearing the many barriers to supporting student groups in joining instrumental music, we worked to remove those barriers, including but not limited to: muffles for instruments for students living in high density housing, forms translated into home languages, targeted outreach, and a Mariachi program with parent engagement. The Mariachi program targets students that identify as Hispanic, SED, RFEP,

BSD is 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)

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 due to identification for Differentiated Assistance.

BSD is 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)

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 social emotionally:
*Targeted Affinity Groups, DELAC, PTA, FASSO, AAPI, GSA,
*Mariachi Program with Parent Engagement
*SELPA, Special Education District Advisory Committee
*PTA, Burlingame Education Foundation
* Principals Leadership Team
*BP/AR understanding of Independent Study Packets
*Alignment of District Calendars with holidays
*Family and Community Engagement: Engage 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.
Collaborating with community organizations and social services agencies to provide additional support services to families in need.

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)	Meeting Dates: January 25, 2024; February 28, 2024; April 11, 2024 Meeting Activities: Throughout the academic year, the LCAP Committee, comprising staff, parents, administrators, and other school personnel, convened three times to shape the Local Control and Accountability Plan (LCAP) trajectory. The first convening on January 25, 2024, was marked by thoroughly examining the existing LCAP and dissecting its components, timeline, and budget overview. Each participant brought forth valuable insights, contributing to a robust discussion that highlighted the current plan's strengths and areas ripe for improvement. The committee reconvened on February 28, 2024, as the academic calendar progressed, to assess the mid-year LCAP update presentation. This session was characterized by dynamic conversations, with members sharing diverse perspectives on strategies to engage the broader community and educational partners more effectively. During the meeting on April 11, 2024, the committee shifted focus to the outcomes of the ThoughtExchange engagement. The emphasis was on sharing ideas and recommendations that were deemed priority areas for future LCAP initiatives. This collaborative session

Educational Partner(s)	Process for Engagement
	aimed to distill key insights from the engagement results, guiding the identification of critical focus areas for the forthcoming 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 collective vision and needs of the school community.
BSD Students - Grades 5-8	BSD Students (Grades 5-8) engaged in a meaningful process to provide feedback on LCAP goals and priorities for the next three years. Under the guidance of their classroom or advisory teachers, students participated in a survey conducted during the week of March 18-22, 2024. The survey aimed to gather student perspectives on crucial considerations for supporting each student within the district over the upcoming three years. Utilizing the ThoughtExchange platform, students were prompted with the question: "What are the most important things our district needs to think about in order to support each student over the next three years?" This question encouraged students to reflect on their experiences and envision ways the district could enhance support for their educational journey. Throughout this process, students engaged in informal discussions facilitated by their teachers, fostering a collaborative environment where diverse viewpoints could be shared and considered. The ThoughtExchange platform provided a digital space for students to express their thoughts, allowing for a comprehensive collection of student feedback.

Educational Partner(s)	Process for Engagement
	Our district demonstrated a commitment to inclusivity and student-centered decision-making by actively involving students in this feedback process. The insights gathered from the students' responses were used to inform the development of the new LCAP goals and priorities, ensuring that the district's LCAP plan aligns closely with the needs and aspirations of its student body.
Parents/Families	Parents and families shared their insights on LCAP goals and priorities for the next three years through a survey conducted on the ThoughtExchange digital platform from March 18-30, 2024. Participants responded: "What are the most important things our district needs to think about to support each student over the next three years?" They provided their thoughts anonymously, and others had the opportunity to comment on their responses. This process allowed for a collaborative exchange of ideas and perspectives. The results were used to develop the LCAP plan to ensure it aligns with the needs of the entire school community.
Staff: Certificated/Classified	Certificated and classified Staff members, including classroom teachers, specialists, and support staff, contributed their insights on LCAP goals and priorities for the upcoming three years. Between March 18-30, 2024, they engaged in a survey facilitated by the ThoughtExchange digital platform. Before participating online, they discussed the survey and its purpose during a staff meeting. Responding to the question, "What are the most important things our district needs to think about in order to support each student over the next three years?" staff members shared their thoughts anonymously. They also had the opportunity to view and comment on their

Educational Partner(s)	Process for Engagement
	colleagues' responses, contributing to a collaborative process that informs the development of the LCAP.
San Mateo County of Education (SMCOE) Partners	On March 19, 2024, our collaboration with San Mateo County of Education partners centered on addressing chronic absenteeism within targeted student groups as a priority in our LCAP development. As we navigated our first year of Differentiated Assistance, our partners offered tailored guidance, equipped us with relevant resources, and provided strategic advice on tackling chronic absenteeism. Through this partnership, we honed our focus on implementing effective interventions and strategies to combat absenteeism, ensuring that our LCAP reflects a targeted approach to support the academic success and well-being of all students.
Math/Science Committee (Staff, administrators, family)	On March 21, 2024, the Math/Science Committee, comprising staff, administrators, and family members, 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 the ThoughtExchange digital platform, members shared their insights and recommendations, ensuring that the LCAP goals were informed by their collective expertise and experiences. 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.
Parent/Families - Targeted underrepresented groups	From March to April, 2024, we conducted targeted outreach to underrepresented groups within our parent and family community to gather feedback on LCAP goals and priorities for the next three years. Recognizing the importance of inclusivity, we aimed to ensure that all voices were heard in shaping our district's strategic plan. This round of outreach specifically targeted families from diverse backgrounds, including those with students who speak other languages than English and those who are socioeconomically disadvantaged. Our family coordinator reached out to various affinity groups, including Asian American and Pacific Islander (AAPI), Latinx Family Network (LFN), Special Education District Advisory Committee (SEDAC), Arab

Educational Partner(s)	Process for Engagement
	Palestinian, Jewish Israeli, Gender Sexuality Alliances (GSA), Families of African American Students Organization (FAASO), and Mariachi and Expanded Learning Opportunities Program (ELO-P) Families. We captured more diverse perspectives and insights from parents and families through thoughtful engagement efforts. They utilized a ThoughtExchange survey (April 10-15, 2024) to capture their input and ideas. Their feedback on the question, "What are the most important things our district needs to think about to support each student over the next three years?" provided invaluable guidance for our LCAP development process. By actively seeking input from underrepresented groups, we reaffirmed our commitment to equity and inclusion, ensuring that our district's LCAP plan reflects all students' and families' needs and priorities.
Principals/Administrators/Other staff	From April 15-17, 2024, principals, administrators, and other staff members engaged in providing feedback on LCAP goals and priorities for the next three years. Building upon ongoing discussions in our monthly principal/administrator meetings focused on improving student outcomes; we sought targeted responses from our administrative team. Utilizing the ThoughtExchange digital platform, we asked the same question to capture their thoughts and input: "What are the most important things our district needs to think about to support each student over the next three years?" This commitment to inclusivity ensured that all educational partners' voices were heard, allowing staff members to contribute their insights

Educational Partner(s)	Process for Engagement
	and perspectives while anonymously commenting on each other's thoughts. Through this collaborative process, we aimed to gather comprehensive feedback to inform the development of our LCAP.
District Advisory Committee (DAC): Parents, Staff, Administrators, Community Members	On April 22, 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 align closely with the needs and priorities of the entire school community. During the 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, recognizing the interconnectedness of the LCAP and Single School Plan for Student Achievement (SPSA), the DAC underscored the importance of ensuring alignment between these strategic documents. 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, the DAC reaffirmed its commitment to fostering a comprehensive and coordinated approach to educational planning and decision-making. Through their collective efforts, 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

Educational Partner(s)	Process for Engagement
	SPSA. This integrated approach is essential for advancing the overarching mission of promoting student success and equity across the district.
Special Education Local Plan Area	On March 19, 2024, and again on May 20, 2024, BSD met with Dr. Yung, Executive Director of San Mateo County SELPA regarding the BSD LCAP.

In consultation with SELPA we were able to look supports for students with Special Needs and chronic absenteeism, and academics. Furthermore, we are researching puberty education programs for students with ID and DD. |
| Teachers and staff (local bargaining units) | From April 15-17, 2024, teachers and all other staff engaged in a survey to provide feedback on the LCAP. This included members of both local bargaining units (BEA and CSEA). We used ThoughtExchange as the platform to capture input. |

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 parent/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 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 of Education (SMCOE)

1. Students' perspectives:

School Environment: better food, improved bathrooms, and fixing broken facilities like water fountains. (Facilities)
Academic Improvement: more engaging classes, better teachers, more diverse electives, and support for students with special needs. (Professional Learning)
Time Management: managing time more effectively within the school day. Suggestions include longer breaks, more time between classes, and less homework. (Procedural change to support SEL)
Social Interaction: fostering a sense of community and respect among students. Suggestions include more field trips, more time for breaks to socialize, and activities that promote respect and kindness. (SEL)
Technology Upgrade: improving the technology used in school. Suggestions include better computers, better internet, and less restrictive computer policies. (Resources - technology)
Mental Health: importance of addressing mental health issues in school. Suggestions include less homework, more supportive teachers, and mental health advisors. (SEL)

2. Parents/Guardians Perspectives:
Staffing & Class Size: Parents emphasize the need for adequate staffing and reduced class size to support student learning and improve more significant learning outcomes. (Resource priorities and allocations)
Quality of Education: Parents/guardians emphasize the need for qualified teachers and a robust curriculum. They express concerns about specific subjects, particularly math and science, and advocate for subject matter experts. This underscores the strategic priority of enhancing academic excellence. (Professional learning around high quality of instruction, emphasis on math and science)
Communication: There is a call for improved communication from the school, including more transparency about classroom activities and quicker responses to parental queries. This aligns with our priority of strengthening community engagement and communication. (Family/Community engagement)
Social Emotional Learning: Parents/guardians advocate for stronger social emotional education, citing the impact of technology and COVID-19 on their children's mental health. This highlights the importance of our priority to support student well-being. (SEL, behavioral support)
Technology: Concerns have been raised about the reliability of technology in schools, including Wi-Fi connectivity and the speed of computers. This aligns with our strategic priority of improving infrastructure and resources. (Technology, resources)
Extracurricular Activities: Parents/guardians stress the importance of extracurricular activities and enrichment programs, including afterschool classes and fine arts. This supports our priority of providing a well-rounded education. (Extracurricular activities, academic support)
2b. Parents/Guardians Perspectives: Further disaggregation of the parent and guardian input was needed as some hard-to-reach educational partners had not yet responded to the initial survey. It was incumbent upon us as a district that we strove toward equitable access and representation. As a result of our re-engagement, we have feedback from more parents with diverse languages and ethnicities and representation from programs in which students are enrolled. To comprehensively understand their voices and needs, our Family Engagement Coordinator contacted our targeted audience, including all the affinity groups, ELO-P (Expanded Learning Opportunities Program) families, SEDAC (Special Education District Advisory Committee), etc. These data were captured between April 10-15, 2024. Based on the participants' responses, a diverse range of perspectives from parents and guardians on what they believe is essential for their children's education. Here are key themes that emerged:
Strengthening Academic and Emotional Support: Provides individual attention, academic support, and emotional care for students through adequate staffing and reduced class size. (Priority of resources for staffing and reduced class size; Student well-being - SEL resources and

training, Academic support to improve student learning)
Enhancing Communication and Leadership: Ensures parents understand changes and procedures. (Transparency, clarity, effective leadership, and communication)
Promoting Inclusivity and Improving School Environment: Creates an inclusive, safe, and structured school environment with fair treatment for all. (Inclusivity, respect - call for more robust family engagement; student safety, structured learning, community building - call for SEL)
Expanding Balanced Learning Opportunities: Balances homework quantity and quality and contributes to a well-rounded education through extracurricular activities. Values: Academic excellence, balanced learning, student engagement, cultural diversity, and community engagement.
Enhancing School Meals: Provides healthier and tastier meal options. (Student health/well-being - call for prioritizing resources and policies)

3. Staff Perspectives:
Support and Resources: Staff members highlight the need for more support and resources, including more certificated adults on campuses, more support for English language learner (ELL) students, and better access to current technology in workroom areas. This aligns with our priority of enhancing staff support and resources. (Resources - human & material), Professional Learning (PL) for supporting targeted student groups)
Training: Staff members emphasize the need for ongoing professional development and training, particularly in areas like social-emotional learning and current teaching practices. This supports our priority of continuous professional development. (PL on instructional practices and SEL as well as structures to reach these goals)
Policies and Procedures: This highlights the importance of our priority to review and improve policies and procedures. (Clarity of policies and procedures to improve organizational culture)
Inclusion and Diversity: Staff members stress the importance of creating an inclusive and diverse school environment, including support for students with special needs and a focus on cultural diversity. This aligns with our strategic priority of promoting diversity and inclusion. (JEDI - Justice, Equity, Diversity, and Inclusion; Family and staff engagement to foster an inclusive culture)
Mental Health: Staff members highlight the importance of supporting teachers' mental health, suggesting that the district should offer social/emotional learning to teachers as well as students. This underscores the strategic priority of supporting staff well-being. (SEL PL and support for both staff & students)

4. Administrator/DO Staff Perspectives:
Coherent Vision & Messaging: There is a need for a shared and coherent vision for the district, which includes input from all educational partners.
Robust Tier-one Instruction: A cohesive plan for tier-one instruction is essential to ensure best practices across all schools.
SEL: Students' academic, social-emotional, and behavioral needs are increasing, and there is a corresponding need for more support staff and training.
Staffing: Sufficient staffing is necessary to enable thoughtful planning and execution of strategies.
Professional Learning: Professional development and coaching are essential for teachers to improve their teaching skills and effectiveness. This feedback provides valuable insights into the perspectives of our community and educational partners. These viewpoints were considered in the ongoing development of our LCAP goals and priorities.

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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 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 qualifies for Differentiated Assistance in 2024.

With integrating 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.			100% Properly Credentialed Teachers	
1.2	SARC: Student access to instructional materials	100% of our students have access to instructional materials.			100% of students	
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.	
1.4	Implementation of Academic Content Standards	Full implementation of all curricular standards across all subjects and schools			Full implementation and sustainability of all curricular standards across all subjects and schools.	
1.5	Chronic Absenteeism rate	2022-23 CA School Dashboard: 12.8% of students were chronically absent (red performance indicator).			CA School Dashboard: >9% of students were chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Attendance rate	2022-23 attendance rate: 94.2%.			Attendance rate: 97%	
1.7	Pupil Suspension	2022-23 CA School Dashboard: 0.6% of students were suspended at least one day.			CA School Dashboard: >0.4% of students suspended at least one day.	
1.8	Pupil Expulsion Rate	2022-23 CA School Dashboard: 0% of students were expelled.			CA School Dashboard: 0% of students were expelled.	
1.9	California Science Test	CAST 2022-23: 61.81% of students met or exceeded the standard.			CAST 68% of students meet or exceeded the standard.	
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			CA School Dashboard ELA: 90% met or exceeded standard Math: 85% met or exceeded standard	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I: Personnel: All teaching staff, classified staff, 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 system of support. Previous allocation: $18,580,953.00	$21,153,562.00	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. Replenishing or additional SEL curriculum will be purchased for sites.	$70,000.00	No

Action #	Title	Description	Total Funds	Contributing
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 in an articulated implementation plan. In the 2024-25 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 2024-25, the professional learning plan will focus on the following areas: Math & Science Instruction for grades TK-2, Science of Reading for grades 3-5, Effective Communication for grades 6-8 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.	$198,000.00	No
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	$4,486,340.00	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 appropriate. 3. Additional resources needed to support positive classroom environments will be purchased and prioritized.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Tier 1: Engagement Platform	ThoughtExchange	$28,000.00	No
1.7	Tier 1: General Ed and Special Ed connections and inclusive practices	1. Work collaborative with Supportive Inclusive 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 inclusive practice mindset to support our students with disabilities (SDW)	$30,000.00	No
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.	$190,654.00	No
1.11	Performance Matters	Data and assessment platform to store student data.	$21,000.00	No
1.12	CTE (Career Technical Education)	Launching CTE at Burlingame Intermediate School	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Tier 3: RTII Specialists	1. Provide 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. In addition, they will move toward a push-in model and provide coaching cycles to build classroom teachers' instructional capacity.	$750,000.00	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 2025-26 ALL: 80 points above standard EL: 0 points below standard SED: 0 points below standard Hispanic/LatinX: 0 points below standard	

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 2025-26 All: 80 points above standard Hispanic/Latinx: 0 points below standard SED: 0 points below standard EL: 0 points below standard	
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: Overall: 75% K: 75% 1: 75% 2: 75%	
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): Overall: 80% At benchmark: 20% Above benchmark: 60%	
2.4	English Language Proficiency Assessments for California	2022-23: 22.86% proficient. Level 4 (Well Developed): 22.86% Level 3 (Moderately Developed): 33.77%			2025-26 40% proficient (Level 4 Well Developed)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 2 (Somewhat Developed): 21.04% Level 1 (Beginning to Develop): 22.34%				
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 2025-26 - 70% making progress towards English Language proficiency. Maintained 0.3%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 & Tier2), 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 grade-level 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 both designated and integrated English Language Development every day as part of tier 1 instruction.	$0.00	No
2.2	Tier I: Professional Development and Coaching	1. Provide professional development to Grades 3-5 staff focusing on literacy development, assessments, and instructional routines to support all students, including unduplicated pupils and Hispanic/Latinx. 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. Provide professional development to middle school teachers on "Effective Communication." The training will provide teachers with strategies to promote students' content mastery through language development 6. Provide RTII specialist and special education staff professional development around Tier 3A intervention.	$66,000.00	No

Action #	Title	Description	Total Funds	Contributing
		7. Provide classroom instructors professional development around ELD strategies to support Long Term English Learners.		
2.3	Tier 1: Collaborative Structures	1. Establish monthly TK-2 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 progress monitoring of students. 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 Inclusive Communities. Leveraging the universal design learning to promote student outcomes Math Literacy: Foundational Skills for upper-grade students Effective communication 3. Establish Wednesday Academies (Community of Practice) for TK-2 teachers to engage in Math professional learning and for Grades 3-5 teachers to engage in Foundational Skills for upper-grade students.	$20,000.00	No
2.4	Local Assessments	1. Provide lower-level foundational and reading assessments 2. Provide math assessments in all grades	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Tier 1 & 2: Instructional Aides	1. Provide instructional aides at each elementary school site to provide students with Tier 1, Tier 2, and Tier 3A classroom support.	$1,497,579.00	No
2.6	Tier 3A: Instructional Materials	1. Additional materials for interventions in reading and math will be purchased as needed.	$10,000.00	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	$68,000.00	No
2.12	Devices to Support Student Learning	Hardware (Chromebooks, iPads, hotspots, Macbooks, etc.) to support student learning	$105,000.00	No
2.13	Tier 1: Program English Learner Development	1. Every English Learner (EL) student will receive daily 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. Additional materials for ELD instruction will be provided to each site. 4. Provide staff who will ensure each EL student is ELPAC tested.	$201,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Tier 1: English Language Development Professional Development for staff	1. Professional Development will be provided to staff in: Learning How English Works Summer Institute - RTII Specialists and Teacher Leaders ELD strategies (for example, building vocabulary and oral language development) Strategies for working with newcomers Integrated units 2. Collaboration with the CLAVES Project - Cultivating Linguistic Awareness for Voice and Equity in Schools Provide professional development opportunities to teachers in grades 4-5 to support English learners in small-group instruction. 3. Professional Development for Core Curriculum (ELD)	$10,000.00	Yes
2.16	Tier 1: Academic Materials	1. Provide appropriate ELD instructional and learning materials to support and promote EL student outcomes.	$10,000.00	Yes
2.17	Tier 1: Outreach to EL families	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.	$165,361.00	Yes
2.18	Tier 3A: Instructional Aides	1. Strategically assign instructional aides to schools to provide tier 2 small group support	$1,293,494.00	Yes
2.19	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. 2. Leverage the Performance Matters platform to store and monitor EL data.	$7,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.20	Before and After the Bell Supports	1. Provide before and after-school supports for students who are working below grade-level standards.	$30,000.00	Yes
2.21	English Language Development Curriculum	Curricular materials and programs for ELDBased 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.	$10,000.00	Yes
2.22	Translation Services	Provide Language Link and Wordly to families in order to provide access, thus support student learning outcomes.	$11,000.00	Yes
2.23	Expanded Learning Targeted Instruction and Enrichment	Academic support outside of the school day	$500,000.00	Yes
2.24	Supplemental Curricular Resources	Including, but not limited to, virtual platforms and other curricular materials.	$10,000.00	Yes
2.25	Newcomer Support Identification	Initial and Summative ELPAC	$80,000.00	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 5: Pupil Engagement (Engagement)
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: 66.88% at or above standard	

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 - Students with Disabilities: 62.8% at or above standard	
3.3	Local ELA Assessments	Students with Disabilities: 35% at or above benchmark			Students with Disabilities: 65% at or above benchmark	
3.4	Local Math Assessments	Students with Disabilities: 32.3% at or above grade level standard			Students with Disabilities: 62.3% at or above grade level standard	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Educational Specialists	Speech and Language Pathologists, Psychologists, Resource Specialists, Special Day Classes, Occupational Therapy.	$2,643,817.00	No
3.2	Psychologist Interns		$60,000.00	No
3.3	Program Specialist		$150,000.00	No
3.4	Professional Learning Tier II/Tier III ELA/ELD		$5,000.00	No
3.5	Professional Learning Tier II/Tier III Math		$5,000.00	No
3.6	De-Escalation Professional Development		$10,000.00	No
3.7	Curriculum Tier II/III ELA/ELD		$10,000.00	No
3.8	Extended School Year	Summer learning program for Students with Disabilities	$40,000.00	No
3.9	Supporting Inclusive Practices	Through the Supporting Inclusive Practices (SIP) grant.	$30,000.00	No
3.11	Transportation	Transportation between school and home	$180,000.00	Yes
3.12	Highly Qualified Administrator	Director of Student Support Services to oversee the Special Education department	$111,981.00	No

Action #	Title	Description	Total Funds	Contributing

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 (90%) of students exhibit motivation towards academic activities, reflecting an eagerness to learn.
- School boredom: Only 28% of students report feeling bored, suggesting that most students find their educational experience engaging.
- Caring adults in school: 77% of students perceive the presence of caring adults within the school environment, which can contribute to a supportive atmosphere.
- High expectations-adults in school: A significant majority (90%) 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 43%, meaningful participation indicates opportunities for students to engage actively in school-related activities.
- Facilities upkeep: 76% of students report satisfactory upkeep of school facilities, which can contribute to a conducive learning environment.
- Parent involvement in schooling: 74% of students perceive parental involvement, which can enhance support networks for academic success.
- Social and emotional learning supports: 81% of students indicate the presence of social and emotional learning supports, indicating efforts to address holistic student development.
- Anti-bullying climate: 77% 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 (90%) 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, 92% 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 25% of students, the prevalence is relatively low.
- Verbal aggression: A smaller percentage (28%) of students report experiencing verbal aggression, such as mean rumors or name-calling, indicating areas for improvement in interpersonal dynamics.
- Weapon presence: Only 5% 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: 85% of students perceive clarity in school rules, which can contribute to a transparent disciplinary framework.
 Student behavior: While 54% 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 (90%) 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 11% of students report frequent feelings of sadness, suggesting a relatively low prevalence of negative emotional experiences.
 Wellness: Most (81%) 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: 55% of students feel connected to their school, indicating a moderate sense of belonging.
- Academic motivation: 63% of students are motivated towards academic activities, though slightly lower than the 5th-grade level.
- School boredom: 41% of students find school boring, suggesting a significant proportion of students may struggle with engagement.
- Perception of school value: A relatively low percentage (13%) 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 37% of students report consistently maintaining focus on their schoolwork, indicating potential challenges with attention and concentration.
- Caring adult relationships: 52% 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: 66% of students perceive high expectations from adults in the school, which can influence academic performance and behavior.
- Meaningful participation: Only 27% of students report engaging in meaningful participation, indicating opportunities for increased student involvement.
- Facilities upkeep: A low percentage (29%) of students perceive satisfactory upkeep of school facilities, suggesting potential concerns about the physical environment.
- Promotion of parental involvement in school: 49% 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: 57% of students perceive the school as very safe or safe, indicating a moderate level of confidence in safety measures.
- Experience of harassment or bullying: 34% of students report experiencing harassment or bullying, highlighting areas for improvement in fostering a supportive environment.
- Rumors and lies: 36% of students report mean rumors or lies being spread about them, indicating challenges with interpersonal dynamics.
- Fear of physical violence: 16% of students report being afraid of being beaten up, suggesting concerns about physical safety.
- Physical fights: 13% of students report being involved in a physical fight, indicating instances of conflict within the school environment.
- Weapon presence: 7% of students report seeing a weapon on campus, indicating a relatively low but existing level of safety concern.
- Cyberbullying: 27% 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: 20% of students report experiencing social-emotional distress, suggesting challenges in managing emotions and relationships.
- Chronic sadness/hopelessness: 19% 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: 51% of students report feeling optimistic, indicating a moderately positive outlook.
- Life satisfaction: A majority (68%) 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%			Survey Participation - 5th: 100%, 7th: 100% School Connectedness - 5th: 90%, 7th: 75% Academic Motivation - 5th: 90%, 7th: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social Emotional Learning Support - 5th: 81%, 7th: n/a School Safety - 5th: 90%, 7th: 57%			Social Emotional Learning Support - 5th: 90%, 7th: n/a School Safety - 5th: 90%, 7th: 75%	
4.2	Suspension Rate for All Students	2022-23 CA School Dashboard: 0.6% suspended at least one day			2022-23 CA School Dashboard: 0.5% suspended at least one day	
4.3	Chronic Absenteeism	2022-23 CA School Dashboard: 12.8% chronically absent.			2022-23 CA School Dashboard: 5% chronically absent.	
4.4	Participation Rates in School Community Events	The average of top three attended PTA meetings will be gathered and recorded			Attendance at the of the top three attended PTA meetings will increase by at least 50% from the year one outcome.	
4.5	Participation Rates in School Extracurricular Activities	Percentage of students who are 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.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$278,571.00	No
4.3	Provide Mental Health Services	1. Maintain the current level of mental health team: counselors, counselor interns, to ensure accessibility to mental health services and social/emotional support of our students and staff. Counselors (4) Counselor Interns (2)	$1,544,072.00	No

Action #	Title	Description	Total Funds	Contributing
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. District Board Certified Behavior Analyst (1.0)	$25,000.00	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	1. Collaborate with organizations locally and nationally recognized equity based programs to provide cultural competency and equity training.	$15,000.00	No
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)	$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%) 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, fostering a sense of connectedness and belonging, and nurturing the development of the whole child, we recognize the interconnectedness of these strategies in cultivating 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, leading to gaps in learning 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 2024, the Burlingame School District 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. We are actively addressing this concern by collaborating closely with the San Mateo County of Education and implementing the activities outlined below.

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).			CA School Dashboard: Green performance indicator for all student groups.	
5.2	Attendance Rate	2022-23 attendance rate: 94.2%			Student attendance rate: 97.2%	
5.3	Parent and Family Engagement- CA School Dashboard (Building Relationships)	2023-24 CA School Dashboard: Standard Not Met			CA School Dashboard: Standard Met	
5.4	California School Staff Survey (CSSS)	The survey was administered in 2023-24 and data will be available in 2024-25.			90% of all staff participation	
5.6	California School Parent Survey (CSPS)	The survey was administered in 2023-24 and data will be available in 2024-25.			50% of parents/guardians respond	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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 to promote 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. Host affinity nights	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Provide before and after school programing	1. Prioritize Zero periods, such as a choir class in the morning, to maximize student engagement. 2. Offer after school targeted instruction and enrichment activities for our unduplicated pupils.	$827,371.00	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 the CARE team to support students.	$0.00	No
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	$150,000.00	No
5.8	Highly Qualified Administrator	Director of Student Support Services.	$111,981.00	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	$23,954.00	No

Action #	Title	Description	Total Funds	Contributing
5.10	Home Visits	Leverage administrators and staff to conduct home visits to better support students and mitigate unnecessary absences	$152,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,582,895	$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
4.822%	0.815%	$265,292.95	5.637%

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 60.9 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. Similarly, our	Our teaching staff will provide daily English Language Development (ELD) instruction aligned with the student's language proficiency levels. Providing daily ELD instruction will improve student learning outcomes. This action is the best use of funds because it provides professional development to our staff on quality, research-based instructional strategies to support English Learners and all students.	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

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
	Els scored 54 points below standard according to the 2023 California School Dashboard results. **Scope:** LEA-wide		assessments and ELPAC data. 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.
2.15	**Action:** Tier 1: English Language Development Professional Development for staff **Need:** 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	The district will go above and beyond by providing professional learning for our teaching and support staff engage in will increase their instructional capacity to prioritize supporting English learners better. The staff will also be able to increase student engagement, thus maximizing the student's academic and social emotional development. This action will specifically address equity gaps for EL students who are 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 will be provided on an LEA wide basis because there is a rise in the number of EL students across the whole district.	The staff will use state and local literacy and math assessment results to monitor progress.
2.16	**Action:** Tier 1: Academic Materials **Need:** According to the California School Dashboard results, our English learner students remain	Providing high-quality and appropriate ELD instructional and learning materials is vital to support student learning. These instructional materials will provide additional access points to address the low performance of our EL students, as reported on the CA School Dashboard.	Local and state assessments will be used for progress monitoring. These assessments include phonics screeners (DIBELS), ELPAC, and CAASPP ELA. We will use these local and state

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
	among the lowest-performing student groups at BSD. **Scope:** LEA-wide	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.	measures to monitor the effectiveness of this action.
2.17	**Action:** Tier 1: Outreach to EL families **Need:** Increasing family engagement for our English learner families 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	The family engagement coordinator, a Spanish speaker, provides 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 action is the best use of funds because it provides students with after school enrichment that will help shrink the opportunity gap in our district and mitigate any learning loss from absenteeism.	The metrics will include family participation rate in affinity groups, ELO-P programming, 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).
2.18	**Action:** Tier 3A: Instructional Aides **Need:** Our English learner students remain among the lowest-performing student groups at BSD, according to the California School Dashboard results. Providing Tier 3A small group support to English learners is essential to facilitate their learning outcomes.	Assigning instructional aides to schools and providing targeted instructional support to English learners will increase their language learning outcomes and overall academic development. Students will be provided with extra supports individually and in small groups in and out of the classroom through the use of our classroom aides. This is the best use of funds because it allows teachers to specifically provide individual and	Metrics will include student engagement measured by their attendance rate. Using pre and post-assessments in the subject area of English Language Arts and Math to determine students' progress after receiving

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	small group instruction for all students by improving the staff to student ratio in the classrooms.	Tier 3A small group support.
2.19	**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 9.1 points and are in the Orange indicator status. For math, EL students declined by 3.6 points 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	Working with other educational partners is essential in supporting our teachers and providing guidance in making professional learning decisions. We will partner with San Mateo County of Education (SMCOE) or other content expert developers to provide consultation and guidance to help our district focus on going above and beyond for our English learners in their academic development. The goal will be to close the equity gap that we see in our assessment data. This action will help all students because it will give teachers and site leaders the ability to see trends in student learning and inform instructional decisions across the district. This action will be used across the LEA as a whole so that all staff are calibrated in the data and district leaders have an aggregate view of student progress. Progress monitoring is the best use of money because it provides all instructional staff with essential data to help guide key decision-making.	Metrics will include using the digital platform - ThoughtExchange to gather input on the effectiveness of the partnership and the staff's professional learning experience.
2.20	**Action:** Before and After the Bell Supports **Need:** Based on state and local data data, English learners, Foster Youth, and Low Income students persist as one of the student groups with consistently lower academic performance	Our teaching team will provide before and after-school tutoring for English Learners, Foster Youth, and Low Income students. We will match students with teachers who are content experts in their respective subject areas. These instructional minutes will be above and beyond the normal amount, and will provide students with opportunities to learn outside of the normal school	Metrics will include a recording system of the students who participated in the after-school tutoring program. In addition, we would gather teachers' input on the student's progress and review their

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
	within BSD. Ensuring EL students receive additional academic support through after-school tutoring is necessary for students not meeting grade-level standards. **Scope:** LEA-wide	day. This is the best use of money because of equity gaps illustrated by our local and state assessment data. This action is primarily focussed on providing extra learning to English Learners, Foster Youth, and Low Income students, but will be offered to any student who is struggling with grade level content across the district. The data show persistent LEA wide equity gaps, so the program will be offered at all school sites.	local assessments to refine the tutoring support further. The goal is to bring all students up to grade level mastery of standards and provide better access to the curriculum for all students, but particularly English Learners, Foster Youth, and Low Income Students.
2.21	**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:** LEA-wide	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.	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. Local and state assessments will be used for progress monitoring. These assessments include phonics screeners (DIBELS), ELPAC, and CAASPP ELA. We will use these local and state measures to monitor the effectiveness of this action.

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
2.22	**Action:** Translation Services **Need:** There are over 40 languages spoken by families in the Burlingame School District, and there is a need to ensure that information is made accessible to families that speak a language other than English. **Scope:** LEA-wide	Wordly is a translation services that uses artificial intelligence to translate speech in real time to an audience. There are many languages from which to choose, and families can use the service on their mobile devices during school events. Language Link is a services that offers live translators who can be accessed via phone. District employees can call the service and have a conversation with a community member with the assistance of a translator.	Usage data will gathered to determine if both services are being used by our community members.
2.23	**Action:** Expanded Learning Targeted Instruction and Enrichment **Need:** Based on test scores, attendance and behavior data, as well as disaggregated data from school climate surveys, our unduplicated students need extra enrichment opportunities to close the persistent equity gap. Low Income students declined by 8.5 in math on the California School Dashboard and are in the orange indicator status. English Learners declined by 3.6 points and are in the yellow indicator status. For ELA, Low Income students declined by 8.9 on the Dashboard and are in the orange indicator status. English Learners 15.1 points and are in the orange indicator status.	Learning and enrichment opportunities outside of the school day will help bridge the equity gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged Students. Our teaching team will provide before and after-school instruction for English Learners, Foster Youth, and Low Income students during summer break and other intersessions. We will provide enrichment opportunities that are targeted toward these students groups and focussed on STEAM. This is the best use of money because of equity gaps illustrated by our local and state assessment data. This action is primarily focussed on providing extra learning to English Learners, Foster Youth, and Low Income students, but will be offered to any student who is struggling with grade level content across the district. The data show persistent LEA	Local assessments will be given during intersession and summer enrichment programs, as well as throughout the regular school year. Additionally, we will track enrollment and attendance data for students to help determine the efficacy of targeted instruction and interventions. Tracking the unduplicated students' participation rate in the ELOP offerings will allow us to monitor their participation and discern other resources necessary to further their academic, social emotional, and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	wide equity gaps, so the program will be offered at all school sites. Mariachi programming is one of the action items we launched this academic year. We will continue this effort to support our ELOP students further. In addition, we will continue to provide daily, intersession, and summer programs for our ELOP students to support their academic and social emotional development further.	behavioral development. In addition, we will also utilize local and state measures to evaluate their educational progress. We will continue to use local assessment data, as well as data from the California School Dashboard in ELA and mathematics, with the goal of bringing all students up to the standard.
2.24	**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. **Scope:** LEA-wide	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 BrainPop ELL, tailored to improve English learners' vocabulary building, audiobooks (Learning Ally) to improve listening comprehension, and other essential language development tools to improve student engagement. 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	Metrics include the usage rate of students using Brain Pop ELL 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 DIBELS, Math Anex, as well as CAASPP ELA and math data.

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
		groups, they will be offered to any student who may benefit from their use.	
2.25	**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:** LEA-wide	The district will provide initial and summative English Language Proficiency Assessments for California (ELPAC) measures to identify their English language proficiency. By discerning the student's needs, we would be more prepared to provide targeted support 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.	The initial and summative ELPAC 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. Currently, the district is at 56.6% of EL students making progress.
3.11	**Action:** Transportation **Need:** Students need transportation between their home school and the site. Based on the California School Dashboard, the following student groups are in the red indicator status level for Chronic Absenteeism: English Learners Hispanic/Latinx Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White	The district will provide bus passes, hire bussing services, as well as Hop, Skip, Drive to transport students from either their homes or home school to the school site at which their summer program is held. Transportation will be prioritized for English Learners, Foster Youth, and Low Income students, but other students, including Students with Disabilities will also be offered services on a needs basis. This action is the best use of funds because many of our students miss instructional time and access due to a lack of transportation. Providing transportation will help close the equity gap and decrease the absenteeism for all student groups.	Parents/guardians are given the option to select transportation when registering for summer learning programs. Based on these requests, we are able to deem the amount of need that exists for our unduplicated students. We will continue to closely monitor attendance data, with the goal of decreasing absenteeism and truancy across the district.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
5.4	**Action:** Provide before and after school programing **Need:** On the California School Dashboard, chronic absenteeism is in the red for the following student groups: English Learner Students Hispanic Students Homeless Students Two or More Races Socioeconomically Disadvantaged Students Students with Disabilities White Students **Scope:** LEA-wide	Offering before and after school programming at all schools in the district will help families get their students to school, and will also help make up for learning loss due to chronic absenteeism.	Outreach to families will occur and attendance will be taken for all programs outside of the school day.

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$32,827,290	1,582,895	4.822%	0.815%	5.637%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$37,039,132.00	$560,000.00			$37,599,132.00	$36,142,617.00	$1,456,515.00

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, classified staff, site administrators	All	No			All Schools		$21,153,562.00	$0.00	$21,153,562.00				$21,153,562.00	
1	1.2	Tier 1: Standards based materials: all subject areas	All	No			All Schools		$0.00	$70,000.00	$70,000.00				$70,000.00	
1	1.3	Tier I: Professional Development (PD) for all staff	All	No			All Schools		$0.00	$198,000.00	$198,000.00				$198,000.00	
1	1.4	Tier 1: Facilities in good repair	All	No			All Schools		$4,486,340.00	$0.00	$4,486,340.00				$4,486,340.00	
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	Tier 1: Engagement Platform	All	No			All Schools		$0.00	$28,000.00	$28,000.00				$28,000.00	
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		$190,654.00	$0.00	$190,654.00				$190,654.00	
1	1.11	Performance Matters	All	No			All Schools		$0.00	$21,000.00	$21,000.00				$21,000.00	
1	1.12	CTE (Career Technical Education)	All	No			Specific Schools:		$0.00	$25,000.00	$25,000.00				$25,000.00	

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
							Burlingame Intermediate School (BIS) 6th, 7th, and 8th Graders									
1	1.13	Tier 3: RTII Specialists	All	No			All Schools		$750,000.00	$0.00	$750,000.00				$750,000.00	
2	2.1	Tier 1: Instruction	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Tier I: Professional Development and Coaching	All	No			All Schools		$0.00	$66,000.00	$66,000.00				$66,000.00	
2	2.3	Tier 1: Collaborative Structures	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.4	Local Assessments	All	No			All Schools		$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.5	Tier 1 & 2: Instructional Aides	All	No			Specific Schools: All elementary schools Grades TK-5		$1,497,579.00	$0.00	$1,497,579.00				$1,497,579.00	
2	2.6	Tier 3A: Instructional Materials	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.8	Tier 2: Supplemental Resources	All	No			All Schools		$0.00	$68,000.00	$68,000.00				$68,000.00	
2	2.12	Devices to Support Student Learning	All	No			All Schools		$0.00	$105,000.00	$105,000.00				$105,000.00	
2	2.13	Tier 1: Program English Learner Development	English Learners	Yes	LEA-wide	English Learners	All Schools TK-8		$201,195.00	$0.00	$201,195.00				$201,195.00	
2	2.15	Tier 1: English Language Development Professional Development for staff	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.16	Tier 1: Academic Materials	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	

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	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$165,361.00	$165,361.00				$165,361.00	
2	2.18	Tier 3A: Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,293,494.00	$0.00	$1,293,494.00				$1,293,494.00	
2	2.19	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	Before and After the Bell Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$30,000.00	$0.00	$30,000.00				$30,000.00	
2	2.21	English Language Development Curriculum	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.22	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$11,000.00	$11,000.00				$11,000.00	
2	2.23	Expanded Learning Targeted Instruction and Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$500,000.00	$0.00		$500,000.00			$500,000.00	
2	2.24	Supplemental Curricular Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.25	Newcomer Support Identification	English Learners	Yes	LEA-wide	English Learners	All Schools		$80,000.00	$0.00	$80,000.00				$80,000.00	
3	3.1	Highly Qualified Educational Specialists	Students with Disabilities	No			All Schools		$2,643,817.00	$0.00	$2,643,817.00				$2,643,817.00	
3	3.2	Psychologist Interns	Students with Disabilities	No			All Schools		$60,000.00	$0.00	$60,000.00				$60,000.00	
3	3.3	Program Specialist	Students with Disabilities	No			All Schools		$150,000.00	$0.00	$150,000.00				$150,000.00	
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	
3	3.5	Professional Learning Tier II/Tier III Math	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	3.6	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	Students with Disabilities	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 Inclusive Practices	Students with Disabilities	No			All Schools		$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.11	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$180,000.00	$180,000.00				$180,000.00	
3	3.12	Highly Qualified Administrator	Students with Disabilities	No			All Schools		$111,981.00	$0.00	$111,981.00				$111,981.00	
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			All Schools		$278,571.00	$0.00	$278,571.00				$278,571.00	
4	4.3	Provide Mental Health Services	All	No			All Schools		$1,544,072.00	$0.00	$1,544,072.00				$1,544,072.00	
4	4.4	District-wide use of Positive Behavioral Interventions and Supports	All	No			All Schools		$0.00	$25,000.00	$25,000.00				$25,000.00	
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	
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	$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
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		$827,371.00	$0.00	$827,371.00				$827,371.00	
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	$150,000.00	$150,000.00				$150,000.00	
5	5.8	Highly Qualified Administrator	All	No			All Schools		$111,981.00	$0.00	$111,981.00				$111,981.00	
5	5.9	Data and Assessment Platform	All	No			All Schools		$0.00	$23,954.00	$23,954.00				$23,954.00	
5	5.10	Home Visits	All	No			All Schools		$152,000.00	$0.00	$152,000.00				$152,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$32,827,290	1,582,895	4.822%	0.815%	5.637%	$2,835,621.00	0.000%	8.638 %	**Total:**	$2,835,621.00
								LEA-wide Total:	$2,835,621.00
								Limited Total:	$0.00
								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	$201,195.00	
2	2.15	Tier 1: English Language Development Professional Development for staff	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
2	2.16	Tier 1: Academic Materials	Yes	LEA-wide	English Learners	All Schools	$10,000.00	
2	2.17	Tier 1: Outreach to EL families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,361.00	
2	2.18	Tier 3A: Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,293,494.00	
2	2.19	Program Monitoring	Yes	LEA-wide	English Learners	All Schools	$7,200.00	
2	2.20	Before and After the Bell Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.21	English Language Development Curriculum	Yes	LEA-wide	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	2.22	Translation Services	Yes	LEA-wide	English Learners	All Schools	$11,000.00	
2	2.23	Expanded Learning Targeted Instruction and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.24	Supplemental Curricular Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.25	Newcomer Support Identification	Yes	LEA-wide	English Learners	All Schools	$80,000.00	
3	3.11	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
5	5.4	Provide before and after school programing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$827,371.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$26,740,695.00	$26,223,057.00

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	English Language Arts Curriculum	No	$50,000.00	$25,000.00
1	1.2	BTSA	No	$42,000.00	$42,125.00
1	1.3	Math Adoption	No	$50,000.00	$11,780.00
1	1.4	Tier I/II Literacy Curriculum	No	$10,000.00	$595.00
1	1.5	Professional Learning Academy	No	$50,000.00	$2,295.00
1	1.6	District New Teacher Support Providers	No	$20,000.00	$15,125.00
1	1.7	Professional Learning Math	No	$75,000.00	$6,000.00
1	1.8	Virtual ELA and Math Curriculum	No	$25,000.00	$44,800.00
1	1.9	High Qualified Teachers	No	$18,580,953.00	$18,791,426.00
1	1.10	Assessment Coordinator	No	$75,875.00	$51,101.00
1	1.11	Illuminate	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Expanded Learning Tutoring	No	$12,000.00	$9,680.00
1	1.13	Behavior Training	No	$3,000.00	$3,000
1	1.14	Science Adoption	No	$50,000.00	$71,190
1	1.15	Community Engagement Coordinator	No	$41,278.00	$40,353.00
1	1.16	Performance Matters	No	$10,000.00	$25,378.00
2	2.1	Professional Learning Tier II/Tier III ELA/ELD	No	$5,000.00	$5,000.00
2	2.2	Professional Learning Tier II/Tier III Math	No	$10,000.00	$25,895.00
2	2.3	Curriculum Tier II/III ELA/ELD	No	$10,000.00	$5,750.00
2	2.4	Curriculum Tier II/III Math	No	$10,000.00	$8,990.00
2	2.5	Virtual Support Platforms	No	$9,000.00	$9,000.00
2	2.6	Core Curriculum for Mod/Sev	No	$5,000.00	$3,540.00
2	2.7	Highly Qualified Educational Specialists	No	$2,898,314.00	$2,643,817.00
2	2.8	Instructional Aides	No	$1,505,193.00	$1,497,579.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Highly Qualified Adminstrator	No	$207,068.00	$207,068.00
2	2.10	Assessment Coordinator	No	$56,906.00	$51,101.00
2	2.11	Assessment Consumables	No	$15,000.00	$8,307.00
2	2.12	Transportation	No	$140,000.00	$200,000.00
2	2.13	Extended School Year	No	$40,298.00	$41,812.00
3	3.1	Adopt English Language Development Curriculum	Yes	$30,000.00	$5,136.00
3	3.2	Professional Learning for ELD	Yes	$30,000.00	$3,750.00
3	3.3	Professional Learning Math for English Learners	Yes	$26,000.00	$0.00
3	3.4	English Learner Specialist	Yes	$45,000.00	$45,000.00
3	3.5	RTI Specialists	Yes	$397,283.00	$465,428.00
3	3.6	Instructional Aides EL	Yes	$176,675.00	$118,211.00
3	3.7	Translation Services	Yes	$5,000.00	$10,500.00
3	3.8	Expanded Learning Tutoring	Yes	$132,000.00	$0.00
3	3.9	Assessment Coordinator	Yes	$53,184.00	$51,101.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Illuminate	Yes	$13,000.00	$16,378.00
3	3.11	Virtual Platforms	Yes	$10,000.00	$11,780.00
3	3.12	Summer Learning	Yes	$663,624.00	$306,169.00
3	3.13	Newcomer Support Identification	Yes	$80,259.00	$68,800.00
3	3.14	Assessments ELPAC	Yes	$750.00	$750.00
3	3.15	Learning Ally	Yes	$15,000.00	$12,139.00
3	3.16	Inspire Science Spanish	Yes	$20,000.00	$16,000.00
3	3.17	Community Engagement Coordinator	Yes	$41,278.00	$40,353.00
3	3.18	Performance Matters	Yes	$10,000.00	$16,378.00
4	4.1	Extended Summer Learning Support	Yes	$177,700.00	$37,050.00
4	4.2	Extended School Year Learning Support	Yes	$100,000.00	$48,143.00
4	4.3	Wireless Connections	Yes	$16,712.00	$12,000.00
4	4.4	Devices to support student learning	Yes	$25,600.00	$46,512.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.5	Transportation	Yes	$30,000.00	$23,350.00
4	4.6	Home Visits	Yes	$151,159.00	$151,159.00
4	4.7	Performance Matters	Yes	$10,000.00	$16,378.00
4	4.8	Community Engagement Coordinator	Yes	$41,278.00	$40,353.00
5	5.1	Counselors (4)	No	$335,308.00	$394,378.00
5	5.2	Professional Learning	No	$15,000.00	$10,285.00
5	5.3	School Psychologist Interns	No	$50,000.00	$60,000.00
5	5.4	School Psychologists (3)	No	$20,000.00	$335,869.00
5	5.5	Supplies and Materials	No	$3,000.00	3,000.00
5	5.6	Virtual Platforms	No	$9,000.00	$9,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,579,069	$2,067,378.00	$1,561,037.00	$506,341.00	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)
3	3.1	Adopt English Language Development Curriculum	Yes	$30,000.00	$5,136.00		
3	3.2	Professional Learning for ELD	Yes	$30,000.00	$3,750.00		
3	3.3	Professional Learning Math for English Learners	Yes	$26,000.00	$0.00		
3	3.4	English Learner Specialist	Yes	$45,000.00	$45,000		
3	3.5	RTI Specialists	Yes	$397,283.00	$465,428		
3	3.6	Instructional Aides EL	Yes	$176,675.00	$118,211.00		
3	3.7	Translation Services	Yes	$5,000.00	$10,500.00		
3	3.8	Expanded Learning Tutoring	Yes	$132,000.00	$0.0		
3	3.9	Assessment Coordinator	Yes	$53,184.00	$51,101.00		
3	3.10	Illuminate	Yes	$13,000.00	$16,378.00		
3	3.11	Virtual Platforms	Yes	$10,000.00	$10,000.00		
3	3.12	Summer Learning	Yes	$456,812.00	$306,169.00		
3	3.13	Newcomer Support Identification	Yes	$80,259.00	$68,800.00		

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	3.14	Assessments ELPAC	Yes	$750.00	$750.00		
3	3.15	Learning Ally	Yes	$15,000.00	$12,139.00		
3	3.16	Inspire Science Spanish	Yes	$20,000.00	$16,000.00		
3	3.17	Community Engagement Coordinator	Yes	$41,278.00	$40,352.00		
3	3.18	Performance Matters	Yes	$10,000.00	$16,378.00		
4	4.1	Extended Summer Learning Support	Yes	$177,700.00	$37,050.00		
4	4.2	Extended School Year Learning Support	Yes	$100,000.00	$48,143.00		
4	4.3	Wireless Connections	Yes	$5,000.00	$12,000.00		
4	4.4	Devices to support student learning	Yes	$10,000.00	$46,512.00		
4	4.5	Transportation	Yes	$30,000.00	$23,350.00		
4	4.6	Home Visits	Yes	$151,159.00	$151,159.00		
4	4.7	Performance Matters	Yes	$10,000.00	$16,378.00		
4	4.8	Community Engagement Coordinator	Yes	$41,278.00	$40,353		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
32,534,335	$1,579,069	0.76%	5.614%	$1,561,037.00	0.000%	4.798%	$265,292.95	0.815%

Local Control and Accountability Plan Instructions

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

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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

   - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)]().

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

  - The baseline data must remain unchanged throughout the three-year LCAP.

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

o 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.

o 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.

o 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.

o 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.

o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o 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.

  o 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.

o   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.

o   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.

o   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.

  o   **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o   Professional development for teachers.

  o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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)**

- o 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**

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

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

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

California Department of Education
November 2023