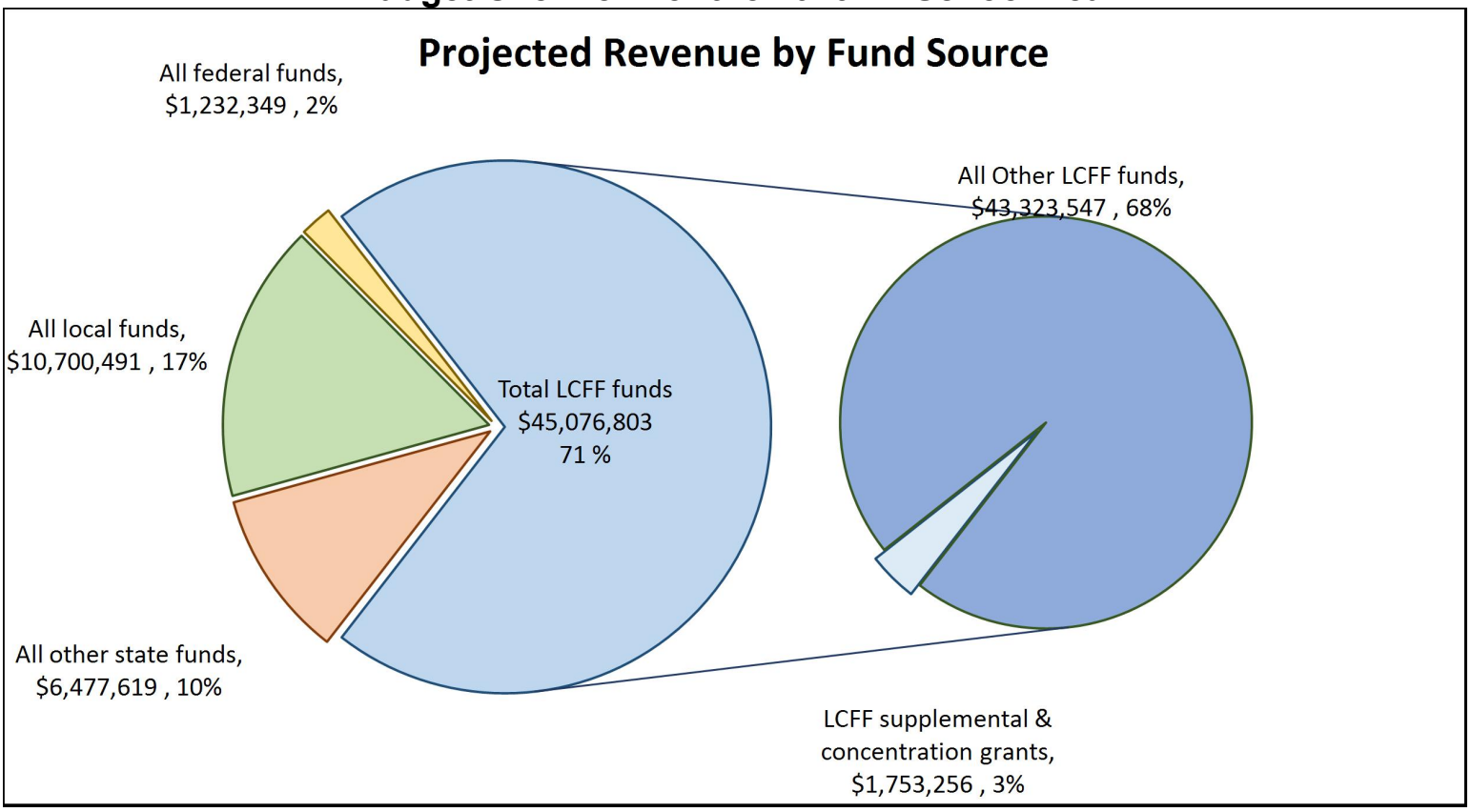
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Burlingame School District
CDS Code: 41-68882-0000000
School Year: 2026-27
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 2026-27 School Year

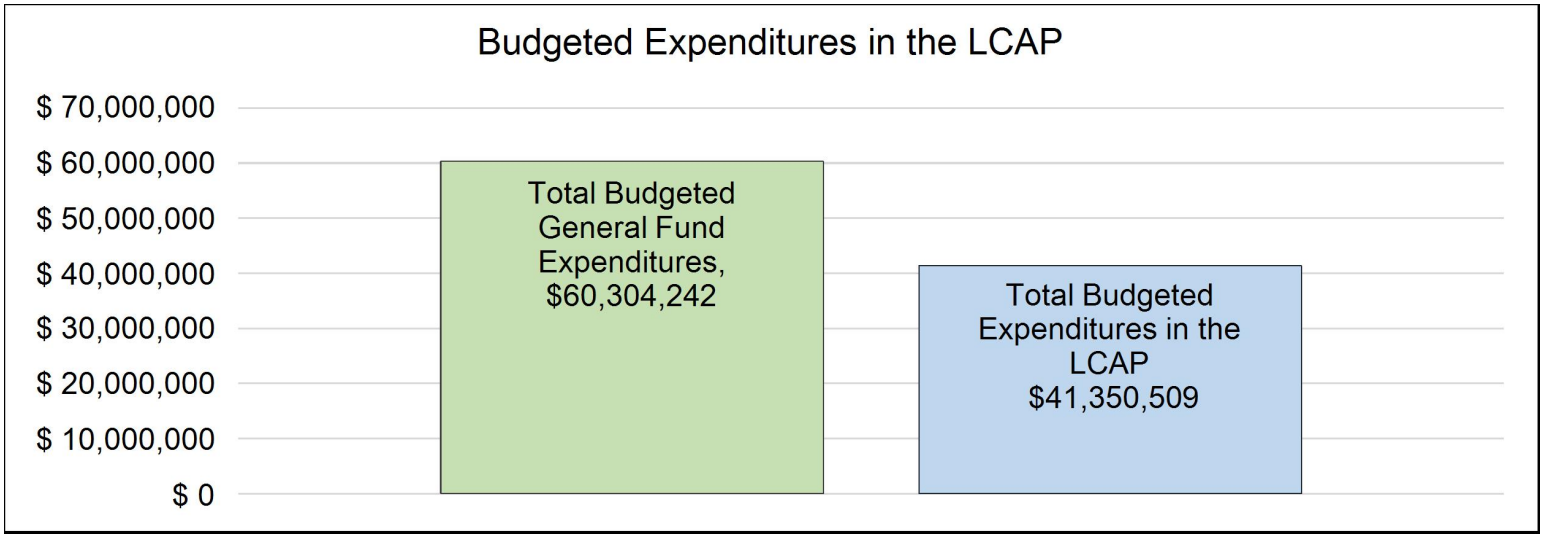


This chart shows the total general purpose revenue Burlingame School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Burlingame School District is $63,487,262, of which $45,076,803 is Local Control Funding Formula (LCFF), $6,477,619 is other state funds, $10,700,491 is local funds, and $1,232,349 is federal funds. Of the $45,076,803 in LCFF Funds, $$1,753,256 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Burlingame School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

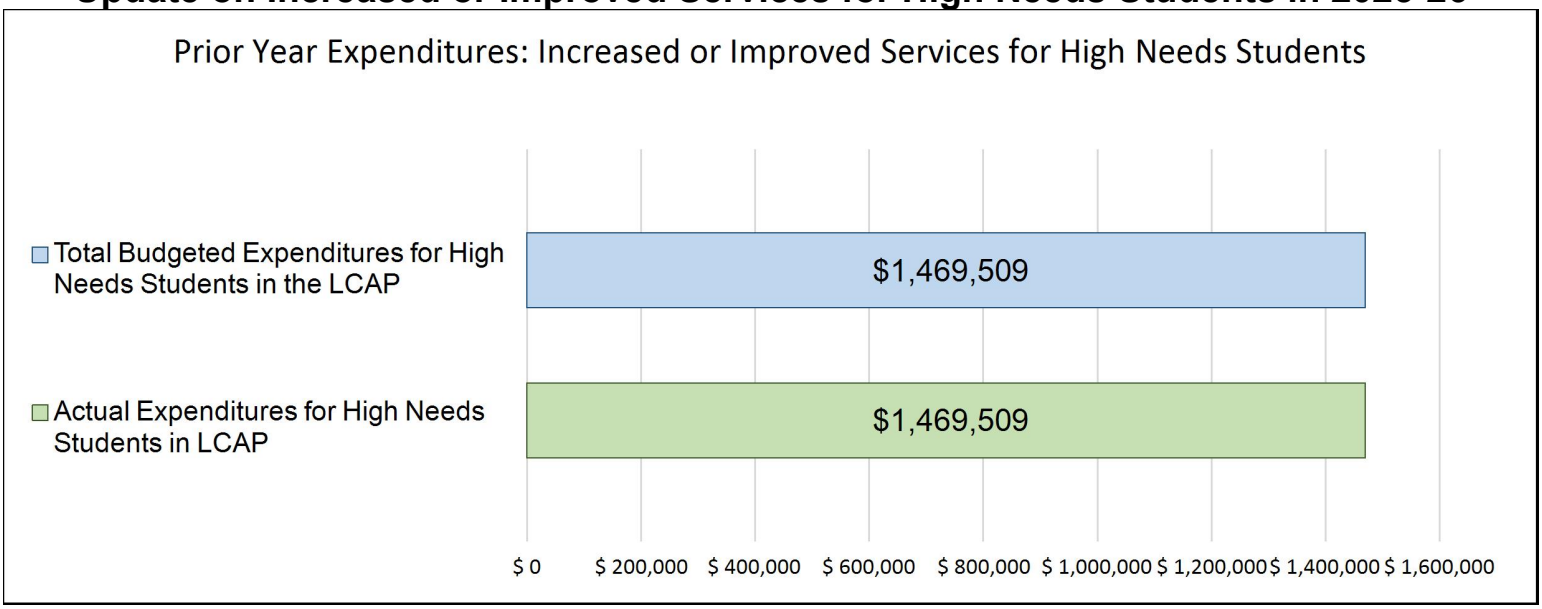
The text description of the above chart is as follows: Burlingame School District plans to spend $60,304,242 for the 2026-27 school year. Of that amount, $$41,350,509.21 is tied to actions/services in the LCAP and $18,953,732.79 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Burlingame School District is projecting it will receive $$1,753,256 based on the enrollment of Foster Youth, English learner, and low-income students. Burlingame School District must describe how it intends to increase or improve services for high needs students in the LCAP. Burlingame School District plans to spend $$2,822,604.35 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 2025-26



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 2025-26, Burlingame School District's LCAP budgeted $$1,469,509.00 for planned actions to increase or improve services for high needs students. Burlingame School District actually spent $$1,469,509.00 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

General Information

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

2025-2026, the Burlingame School District (BSD) serves approximately 3,419 students across seven schools, spanning preschool through eighth grade. Six elementary schools serve students from preschool through fifth grade, and one intermediate school serves grades six through eight. BSD's student population reflects the diversity of the surrounding community, with the largest groups identified as White (31.5%), Asian (29%), Hispanic or Latino (18.1%), and students of two or more races (9.7%).

BSD is also a linguistically diverse district. Approximately 21.7% of students are multilingual with 12.5% EL and 9.2% RFEP, representing 39 different languages. In addition, 22% of students are identified as economically disadvantaged, and 9.2% receive special education services.

To support all learners, BSD offers a comprehensive system of programs and services designed to ensure equitable access to high-quality, engaging instruction. These include ongoing professional learning and coaching for teachers, administrators, and classified staff; a Response to Intervention (RTII) program; and a Multi-Tiered System of Supports (MTSS) framework. Transitional Kindergarten is available at all six elementary schools, providing early learning opportunities that build strong academic, social, behaviorial and emotional foundations.

Students benefit from integrated programming that supports the whole child, including a robust Visual and Performing Arts (VAPA) program; STEAM (Science, Technology, Engineering, Arts, and Mathematics) course offerings; and Common Core–aligned, web-based instructional programs. Social-emotional learning (SEL) is embedded across the district through dedicated programs and practices that promote student well-being and a positive school climate. Additional supports include bilingual services, translation resources, and behaviorial supports to ensure access for all families.

BSD also provides unique enrichment opportunities such as a Mariachi program for students in grades 3–8 and extended learning opportunities for students in Transitional Kindergarten through sixth grade, further enhancing student engagement and connection to school.

While Burlingame is a high-cost community, with an average home value of approximately $3.41 million, BSD serves a meaningful number of students facing economic challenges. Currently, 427 students qualify for the National Free and Reduced-Price Lunch Program, 37 students are identified as experiencing homelessness, and 2 students are in foster care. Many families experience housing instability or live in shared or limited spaces, which can impact students' early learning experiences and academic readiness. In response, BSD provides targeted academic and enrichment opportunities—such as summer programs and extended-day learning—to help close opportunity gaps and support student success.

Over time, BSD has made significant progress in strengthening student engagement and school climate. This progress is supported by the implementation of social-emotional learning programs and restorative practices that foster strong relationships and a sense of belonging.

In recent years, the district has also adopted updated, standards-aligned curriculum in mathematics, English language arts, science, and social studies for all TK–8 students. BSD uses a combination of data and community input to guide continuous improvement and ensure that programs and services meet the needs of all students.

Guided by its vision of "Challenging the leaders, thinkers, and creators of tomorrow," and its mission to "engage our community to build resilient, curious, compassionate problem-solvers prepared for their future," Burlingame School District remains committed to providing an inclusive, supportive, and high-quality educational experience for every student.

Reflections: Annual Performance

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

The 2023 California Dashboard identified Chronic Absenteeism as BSD's lowest-performing indicator, with two schools and seven districtwide student groups in the Red performance level. Two schools were identified in Red for all students: Lincoln and Washington. Seven districtwide student groups were in Red: English Learners (EL), Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD) and White students.

BSD strives to support the whole child by helping every student in at least one year's worth of growth in the following areas: behaviorally, academically, and socially-emotionally. In the 2025-2026 school year, the district staff made priority standards for each grade level, ensuring clear academic benchmarks across all schools. When a student group is discovered to have a trend of being over- or underrepresented, a plan is then put in place to rectify the situation. Some identified needs have been found from our California Dashboard data, while others are within our classrooms for higher levels of opt-in math or instrumental music. Below, you will see some of our areas of concentration and plans that have been implemented. California Dashboard Progress from 2023 to 2025: The comparison between the 2023 and 2025 California Dashboard results demonstrates significant districtwide progress, particularly in maintaining that no schools and student groups identified in the Red performance level. Between 2023 and 2025, BSD sustained strong performance in ELA, Mathematics, and English

Learner Progress while dramatically reducing Red indicators in Chronic Absenteeism, resulting in no schools being identified in Red and only one districtwide student group remaining in Red by 2025. This represents a substantial improvement in overall district performance and equity outcomes.

2025-26 California School Dashboard and CAASPP

English Language Arts (Grades 3-8):
*All Students: 55.8 points above standard
*Hispanic/LatinX: 15.8 points below standard
*Socioeconomically Disadvantaged (SED): 21.3 points below standard
*English Learners (EL): 29.9 points below standard
*Recently Reclassified Fully English Proficient (RFEP): 30.2 above the standard
*English Only (EO): 73.3 points above standard
*Students with Disabilities 50.1 points below the standard

Mathematics (Grades 3-8):
*All Students: 53.8 points above standard
*Hispanic/Latinx: 30.7 points below standard
*Socioeconomically Disadvantaged (SED): 30.3 points below standard
*English Learners (EL): 26.9 points below standard
*Recently Reclassified Fully English Proficient (RFEP): 19.5 points above standard
*English Only (EO): 68.8 points above standard

For both English Language Arts (ELA) and Mathematics, BSD maintained a strong performance profile from 2023 to 2025. No schools were identified in the Red performance level for ELA, with the exception of 2025 Roosevelt's English Learner (EL) and Socioeconomically Disadvantaged (SED) student groups. Similarly, in Mathematics, no schools were identified in Red, with only the Students with Disabilities (SWD) subgroup at Burlingame Intermediate School (BIS) remaining in the Red category. The English Learner Progress Indicator (ELPI) also remained strong, with no schools identified in Red in either year.

For the 2023 California Dashboard, BSD had no Red indicators on the California Dashboard for English Language Arts:
Elementary schools: no red
BIS: no red

For the 2025 California Dashboard, BSD was in the Red on the California Dashboard indicators for English Language Arts:
Franklin: no red
Hoover: no red
Lincoln: no red
McKinley: no red
Roosevelt: EL, SED
Washington: no red

BIS: no red

For the 2023 California Dashboard, BSD had no Red indicators on the California Dashboard for for Mathematics:
Elementary: no red
BIS: no red

For the 2025 California Dashboard, BSD was in the Red on the California Dashboard indicators for Mathematics:
Elementary schools: no red
BIS: SWD

For the 2023 California Dashboard, BSD was in the Red on the California Dashboard indicators for EL Progress:
Elementary: no red
BIS: no red

For the 2025 California Dashboard, BSD was in the Red on the California Dashboard indicators for EL Progress:
Elementary: no red
BIS: no red

In 2023: Two schools (Lincoln, Washington) and overall BSD were identified in the Red performance level for Chronic Absenteeism for all students. Seven districtwide student groups were in Red: English Learners, Hispanic, Homeless, Two or more races, Socioeconomically Disadvantaged, Students with Disabilities, and White. Numerous student groups across multiple school sites were identified in Red.

By 2025: No schools were identified in the Red performance level for Chronic Absenteeism for all students. The number of districtwide student groups in Red decreased from seven to one, with only the Homeless student group remaining in Red. Most school-level student groups exited the Red category entirely. Only a small number of student groups at Roosevelt and Washington remained in Red, representing a significant reduction from 2023.

For the 2023 California Dashboard, BSD was in the Red on the California Dashboard indicators for Chronic Absenteeism:
Schools: LES, WES
Student Groups in BSD: EL, Hispanic, Homeless, Two or More Races, SED, SWD, White
Student Groups within Schools: FES (Hispanic), HES (no red), LES (Hispanic, White), MES (EL, Hispanic, SED, SWD), RES (EL, Hispanic, SED, SWD), WES (EL , Hispanic, SED, White), BIS (EL, Hispanic, SED)

For the 2025 California Dashboard, BSD was in the Red on the California Dashboard indicators for Chronic Absenteeism:
Schools: None in red
Student Groups in BSD: Homeless
Student Groups within Schools: Burlingame Intermediate (no red), Franklin (no red), Hoover (no red), Lincoln (no red), McKinley (no red), Roosevelt (Hispanic, SWD), Washington (Hispanic, SED, SWD)

The Burlingame School District (BSD) has chosen not to expend all Learning Recovery Emergency Block Grant (LREBG) funds during the 2025-26 school year. We will be carrying over $37,848.74 into the 2026/27 school year. This funding is documented in Goal 2- Action 2.22.

Reflections: Technical Assistance

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

No longer in TA

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
Engaging Educational Partners - General	Throughout the 2025–26 LCAP development process, educational partners met to review district performance, analyze student outcome data, and identify priorities for continuous improvement. Partners consistently emphasized the importance of equity, targeted support for student groups with the greatest needs, and data-driven decision-making to guide district actions and resource allocation. Feedback highlighted the need to strengthen academic achievement, particularly for English Learners, students with disabilities, and other historically underserved student groups, while also supporting student social-emotional well-being and mental health. Educational partners reinforced the importance of family engagement, school connectedness, attendance improvement, and effective Multi-Tiered Systems of Support (MTSS) to address both academic and non-academic barriers to success. This feedback will directly inform the development of the 2026–29 LCAP goals, actions, and investments to improve student outcomes, school climate, and equitable access to support services.
LCAP Parent Advisory Committee (LCAP Committee of staff, parents, guardians, administrators, and other school staff) This committee included: 4 Classified Staff 7 Teachers 3 Site Administrators	Meeting Dates: October 28, 2025, December 2, 2025, February 3, 2026, and April 28, 2026 The LCAP Parent Advisory Committee was engaged throughout the LCAP's development, review, and refinement. The LCAP was presented and discussed at each committee meeting, including an orientation and review of current goals and priorities on October 28, 2025; analysis of student outcome data and identified needs on

Educational Partner(s)	Process for Engagement
2 District Administrators 4 Parents / Guardians	December 2, 2025; a review of mid-year LCAP progress, actions, and expenditures on February 3, 2026; and a review of the final components of the LCAP, including goals, actions, and funding structures, on April 28, 2026. Committee members provided feedback and recommendations that informed the development of the LCAP and helped shape district priorities for student achievement, engagement, and well-being. No formal written comments from committee members required a written response from the Superintendent; therefore, no written response was issued. October 28, 2025 – Review & Reflect: “Where Are We Now?” Theme: Orientation and Shared Understanding Established a foundational understanding of the LCAP purpose, structure, and current district goals. Reviewed existing metrics and priorities aligned to student outcomes. Set norms emphasizing student-centered, equity-focused, and data-driven decision-making. December 2, 2025 – Focus & Analyze: “What Does the Data Tell Us?” Theme: Data Analysis and Student Needs Identification Analyzed CAASPP results and district performance data to identify trends and gaps. Noted strengths (e.g., ~75% of grades 3–5 meeting standards) and areas of concern (e.g., Grade 3 ELA gaps, math application challenges). Identified English Learners and specific grade-level cohorts as needing targeted support. Reviewed use of the California School Dashboard to deepen understanding of student group outcomes. Identified need for additional staff training (e.g., Performance Matters data system). February 3, 2026 – Prioritize & Plan: “What Do We Want to Improve?” Theme: Action Planning and Resource Alignment Reviewed mid-year LCAP progress and evaluated the effectiveness of current actions and services. Identified key areas for improvement, including: Flat CAASPP performance trends, English Learner progress (46.2% vs. 70% goal), and discussed alignment of funding with student needs, including SEL supports, staffing, instructional resources, and EL services. Highlighted the importance of family engagement strategies (e.g., CHKS participation, home visits, transportation support).

Educational Partner(s)	Process for Engagement
	Raised key concerns around student mental health, anxiety, and the impact of social media. April 28, 2026 – Finalize & Communicate: “Where Are We Going?” Theme: Final Input and Future Planning Reviewed the full LCAP, including goals, actions, and funding structures. Examined progress indicators such as attendance, academic performance, suspension rates, and school climate data. Reaffirmed key LCAP goals and gathered feedback: strengthening MTSS to support academic and social-emotional needs, targeting support for priority student groups (EL, foster, unhoused, socioeconomically disadvantaged), increasing achievement for students with disabilities, improving school climate and connectedness. BSD increased attendance and reduced chronic absenteeism. Gathered final partner input to inform the 2026–29 LCAP and next steps.
BSD Students - Grades 5-8	BSD values student voice as an essential component of the Local Control and Accountability Plan (LCAP) development process. The District uses multiple methods to gather meaningful student feedback to better understand students’ academic, instructional, social-emotional, and school-climate experiences. April-May, 2026 - As part of the annual feedback process, BSD reviews California Healthy Kids Survey results from 5th and 7th-grade students. These surveys provide important data regarding school connectedness, safety, social-emotional well-being, student engagement, and overall school climate. The results help the District identify strengths, areas of need, and trends that inform LCAP priorities, student supports, and continuous improvement efforts. May 8, 2026 - In addition, BSD intentionally sought direct student input from middle school student leaders. Eighth-grade leadership students participated in both surveys and interviews conducted by the Deputy Superintendent. These conversations provided valuable insight into the student experience from multiple perspectives, including instructional practices, academic supports, student

Educational Partner(s)	Process for Engagement
	engagement, relationships with staff, campus culture, and students' social-emotional needs. All were key components influencing future LCAP goal setting. Students also shared feedback on areas where they believe schools can continue to improve to better support learning and belonging for all students. October, 2025 - BSD also engaged students throughout the year regarding technology use and digital learning experiences. Students were surveyed to provide feedback related to the Device Policy Committee, the development of the District's device policy, and the creation of the technology plan. Student input helped the District better understand how devices impact learning, focus, communication, and school culture, while also ensuring that student perspectives were considered during the policy development process. Survey results were discussed across various LCAP-related committees, and the feedback informed our revisions. December 1-4, 2025, and February 23-26, 2026 - Approximately 160 students in grades 4 through 7 participated in the Safe School Ambassadors (SSA) program, which focused on restorative foundations, peer relationships, conflict resolution, and improving campus culture. Through the SSA program, students engaged in discussions and activities designed to strengthen inclusion, empathy, leadership, and positive peer intervention strategies. This input helped guide LCAP feedback on student supports. The training and ongoing implementation process also created an important feedback loop for educators and staff participating in the program, allowing the District to better understand student concerns, peer dynamics, and school climate needs directly from students themselves. Collectively, these feedback opportunities allow BSD to incorporate authentic student voice into decision-making processes and ensure that LCAP goals, actions, and services reflect the lived experiences and needs of students across the District.
Parents/Guardians/Families	Input gathered through the District Advisory Committee (DAC), Local Control Accountability Committee (LCAC), District English Learner

Educational Partner(s)	Process for Engagement
District Advisory Committee (DAC) met on 10/1/25, 1/14/26, & 4/29/26 Local Control Accountability Committee (LCAC) met on 10/28/25, 12/2/25, 2/3/26, & 4/28/26 District English Learner Advisory Committee (DELAC) met on 10/8/25, 12/11/25, 2/25/26 & 4/22/26 Special Education District Advisory Committee (SEDAC) met on the first Thursday of each month Technology Plan Committee met on 9/24/25, 10/29/25, 11/12/25, 12/17/25, 1/7/26, 1/28/26, 3/25/26 & 4/22/26 Device Policy Committee met on 9/23/25, 10/14/25, 10/21/25 & 11/10/25 Safety Committee met on 9/30/25, 11/4/25, 1/20/26 & 3/24/26 PTA Council met on 9/16/25, 10/21/25, 11/18/25, 1/20/26, 2/10/26, 3/17/26, 4/21/26 & 5/19/26 Wellness Committee met on 10/22/25, 12/10/25, 2/12/26, & 4/16/26 LCAP Survey - April/May 2026 Family Survey as part of WestEd Culture - April, 2026	Advisory Committee (DELAC), Special Education District Advisory Committee (SEDAC), Technology Plan Committee, Device Policy Committee, PTA Council, Safety Committee, and Wellness Committee played a significant role in informing the development of the LCAP. These groups provided valuable feedback regarding student achievement, educational equity, English learner services, special education supports, technology access, school climate, student wellness, and family engagement. Their perspectives helped the District identify strengths, areas for growth, and priorities for resource allocation and continuous improvement. As a result, the LCAP reflects the diverse needs and priorities of students, families, staff, and the broader community while promoting transparency, collaboration, and shared ownership of LCAP goals. Engagement with advisory committees and community groups strengthens educational partner involvement by creating multiple, structured opportunities for families, staff, and community members to contribute to the LCAP and district decision-making. The Technology Plan Committee and Device Policy Committee offer targeted feedback on digital learning, access, and responsible use, ensuring that technology decisions reflect both instructional and community perspectives. The PTA Council brings site-based insights from across schools, while the Wellness Committee elevates priorities related to student health and well-being. Together, these groups create a comprehensive feedback system that captures diverse perspectives, increases transparency, and builds shared ownership, resulting in more informed, responsive LCAP actions and stronger alignment with community needs.
Staff: Certificated/Classified/Administration	The development of the LCAP was informed by multiple staff surveys focused on district priorities (LCAP April 2026), professional development needs (August, October 2025, & Jan 2026), technology implementation (October 2025), and educational programs. Survey feedback identified behavioral supports as a high priority, reinforcing the need for continued investment in MTSS, restorative practices, behavior intervention strategies, and consistent systems to address student social-emotional and behavioral needs. Staff also emphasized

Educational Partner(s)	Process for Engagement
	the importance of strengthening supports for students with disabilities and other learners requiring specialized services through targeted professional learning, collaboration, and intervention resources. In addition to survey feedback, teachers met monthly in grade-level teams to review student data, discuss instructional practices, identify student needs, and provide input on district initiatives. Technology surveys highlighted a need for additional training on digital tools and effective technology integration. Together, survey results and grade-level collaboration informed the development of LCAP goals, actions, professional development plans, and resource allocations, ensuring district priorities reflected staff expertise and student needs.
San Mateo County of Education (SMCOE) Partners	March 23, April 27, and June 1, 2026 - The District partnered with the San Mateo County Office of Education through three collaborative sessions to strengthen LCAP actions focused on reducing chronic absenteeism among targeted student groups. Although the district has exited Differentiated Assistance, these meetings continued to provide valuable opportunities to refine strategies through data analysis, targeted guidance, and alignment of attendance practices with current LCAP goals. Ongoing collaboration during the monitoring phase reflects a continued commitment to data-informed decision-making and sustained improvement. This work supports the implementation of evidence-based strategies to reduce absenteeism while promoting stronger student engagement, academic progress, and overall well-being.
Math/Science Committee	The Math Committee, made up of teachers and staff from every school in the district, met on Wednesday, October 15, 2025; Wednesday, December 17, 2025; Wednesday, February 5, 2026; and Wednesday, April 15, 2026. Over the course of these four meetings, the committee engaged in a variety of collaborative work aimed at improving students' math and science outcomes. Members discussed each school's individual needs, successes, and areas of growth, ensuring that all perspectives

Educational Partner(s)	Process for Engagement
	from across the district were represented and heard. The committee reviewed Math and Science data from CAASPP and used the results to identify trends, areas of strength, and opportunities for growth across grade levels. Members also explored and evaluated new Math online programs, discussing their potential to support student learning and teacher instruction. In the area of Science, the committee planned new strategies to increase the meaningful use of Science labs in classrooms, with a focus on making hands-on learning a more regular part of the school experience. Recognizing the social-emotional dimension of math education, the committee also developed a survey to better understand students' and staff's stress levels in Mathematics, with the goal of informing future supports and practices.
Parent/Families - Targeted underrepresented groups	From March through April 2026, Burlingame School District (BSD) conducted targeted outreach to underrepresented groups within our parent and family community to gather feedback on LCAP goals, actions, and district priorities for the 2025–26 school year and beyond. The District remains committed to inclusive engagement practices that ensure all families have opportunities to contribute to district planning and decision-making processes. Outreach efforts specifically focused on engaging families representing diverse backgrounds, including families of English learners, socioeconomically disadvantaged students, students with disabilities, and historically underrepresented student groups. Through these intentional outreach efforts, BSD continued to strengthen its commitment to equity, inclusion, and authentic community engagement. By actively seeking and incorporating diverse perspectives, the District ensures the LCAP reflects the needs, experiences, and priorities of all students and families in the BSD community.
Principals/Administrators/Other staff	Principals, administrators, and staff provided feedback on LCAP goals and priorities for 2025-2026 between February and April 2026. Building on monthly discussions about improving student outcomes, we gathered targeted input from our administrative team through the

Educational Partner(s)	Process for Engagement
	Principal Leadership Team (PLT) and management meetings, looking at data. Principals specifically examined their schools' achievement data and developed targeted goals and action plans to improve attendance rates. This inclusive approach allowed staff to share insights while colleagues' ideas were considered, ensuring all educational partners' perspectives informed our LCAP development.
District Advisory Committee (DAC): Parents, Staff, Administrators, Community Members, Board Members	Throughout the 2025–26 school year, the District Advisory Committee (DAC), comprised of parents, staff, administrators, and community members, played an active role in reviewing stakeholder feedback, analyzing district data, and providing recommendations to support the development and refinement of the Local Control and Accountability Plan (LCAP). The committee served as an important advisory body, ensuring that district priorities reflected the diverse perspectives and needs of the BSD community. At the October 1, 2025 DAC meeting, members reviewed the purpose and structure of the District Advisory Committee and discussed key district planning documents, including the LCAP, Single Plans for Student Achievement (SPSAs), School Accountability Report Cards (SARCs), and School Safety Plans. Committee members also reviewed California Healthy Kids Survey (CHKS) data and discussed districtwide priorities related to student engagement, school climate, facilities, and student wellness. In addition, the committee discussed opportunities to strengthen community participation and student voice throughout the LCAP development process. During the January 14, 2026 DAC meeting, committee members reviewed and provided feedback regarding the District’s Device Policy and Technology Plan development process. Discussions included survey results collected from families and students, common themes regarding student device use during the school day, expectations surrounding smart watches, consistency of implementation across school sites, and the impact of technology on student learning and engagement. The committee also reviewed SPSAs, SARCs, and the LCAP Mid-Year Update to monitor district progress toward established goals and identify additional areas of focus.

Educational Partner(s)	Process for Engagement
	At the April 29, 2026 DAC meeting, the committee reviewed the LCAP timeline, current stakeholder survey participation rates, and preliminary survey results gathered from families, students, and staff. Members discussed the importance of increasing participation and continuing outreach efforts to ensure broad representation from all educational partner groups. The committee also reviewed student engagement efforts, including student interviews and surveys, and discussed ways to strengthen belonging, student voice, and school connectedness across district sites. Throughout the 2025–26 LCAP development cycle, the DAC carefully reviewed partner feedback collected through surveys, district surveys, group meetings, and school climate data. Members analyzed themes related to academic support, student wellness, school safety, belonging, communication, restorative practices, technology use, and equitable access to opportunities and services. The DAC also emphasized the importance of aligning the district's LCAP goals with each school site's Single Plan for Student Achievement (SPSA). Committee members discussed how community input and districtwide priorities identified through the LCAP process would serve as a foundational framework to guide school sites as they developed site-specific goals, actions, and support plans aligned with student needs.
Supporting Innovative Practices (SIP) Special Education District Advisory Committee (SEDAC)	The development of the LCAP was informed by ongoing collaboration with the Special Education Department and regional SELPA partners to better understand and address the needs of students with disabilities. Through this work, district staff examined strategies to improve attendance, academic outcomes, and access to supports for students experiencing chronic absenteeism and learning challenges. The partnership also provided opportunities to explore specialized programs and resources, including age-appropriate puberty education designed for students with Intellectual Disabilities (ID) and Developmental Disabilities (DD). Feedback and learning from these collaborative efforts helped inform LCAP actions focused on inclusion,

Educational Partner(s)	Process for Engagement
	student engagement, specialized supports, and equitable access to educational opportunities. The Special Education District Advisory Committee (SEDAC), a parent-led partnership between the district and Burlingame PTA Council, provided important input during the development of the LCAP. SEDAC members shared feedback regarding the needs of students with disabilities, special education programs, inclusive practices, family engagement, and support services. Through ongoing collaboration with district leadership, the committee helped identify priorities, concerns, and opportunities for improvement that informed LCAP Goal 3 and related actions focused on student access, inclusion, and achievement. This feedback ensured that the perspectives of families of students with disabilities were meaningfully represented in district planning and decision-making. BSD's partnership with Supporting Innovative Practices (SIP), a technical assistance initiative supported by the California Statewide System of Support and local SELPAs, has played an important role in informing the development of LCAP Goal 3, which focuses on improving outcomes for students with disabilities. Through participation in SIP Inclusion Academies, district leaders, administrators, and special education staff have collaborated to strengthen inclusive practices and develop implementation strategies that increase access, participation, and belonging for all students. The partnership provides data analysis, improvement frameworks, and evidence-based resources that help the district identify needs, monitor progress, and make informed decisions. Feedback and learning from this work have directly influenced LCAP actions focused on inclusive education, professional learning, and systems designed to improve academic, social-emotional, and behavioral outcomes for students with disabilities.
Teachers and staff (local bargaining units)	The development of the LCAP was informed by ongoing engagement with the District’s employee groups, including the Burlingame Educators Association (BEA) and the California School Employees Association (CSEA). Through regular monthly meetings, climate

Educational Partner(s)	Process for Engagement
	surveys, professional learning feedback, and technology-related surveys, staff provided valuable input regarding instructional supports, student wellness, school climate, communication, professional development, technology needs, and district priorities. This feedback helped identify areas of strength and opportunities for improvement, informing the refinement of LCAP goals, actions, and services. As a result, the LCAP more closely reflects employees' perspectives and is better aligned to support the needs of students, staff, and school communities.
Special Education Local Plan Area (SELPA) Consultation	Consultation dates: LCAP Writers Workshop: 1/27/26 & 2/23/26 Administrator's Council: 2/27/26, 3/27/26, & 4/24/26 On site: 3/23/26 & 4/27/26 The Special Education Local Plan Area (SELPA) provided ongoing consultation and technical assistance throughout the development of the LCAP. County staff facilitated trainings on LCAP requirements, California Dashboard indicators, continuous improvement processes, educational partner engagement expectations, and the alignment of goals, actions, services, and expenditures. District staff participated in workshops, review sessions, and individual consultations to analyze student outcome data, evaluate program effectiveness, and ensure compliance with state requirements. SELPA also reviewed draft LCAP materials, provided feedback on the Annual Update and engagement process, and supported the district in refining goals, metrics, and actions to better align with identified student needs and educational partner 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 parents/guardians and families
-School Site Councils (SSCs)
-Parent Teacher Association (PTA) meetings
-Burlingame Community for Education Foundation (BCE)

-Monthly Staff Meetings
-Monthly meetings with management and principal leadership teams
-Monthly Board of Trustees Meetings
-Periodic Board of Trustees Special Sessions
-Group meetings
-CHKS survey digital platform for 5th and 7th grade students, parents, certificated and classified staff, and administrators
-Continuous engagement throughout the year to gather feedback and make adjustments
-Consultation with San Mateo County Office of Education and Special Education Local Plan Area (SELPA) partners
-Advisory committees (e.g., Science and Math, Visual and Performing Arts, Student Wellness, etc.)
-Device Policy Committee (four meetings) and surveys
-Technology Plan Committee (eight meetings) and survey
-Safe School Ambassadors
-Special Education Local Plan Area (SELPA) administrators
-San Mateo County Office of Education (SMCOE) various committees and meetings by job type
-LCAP Surveys

1. Students' perspectives:
Student feedback collected through surveys, student discussions, and engagement opportunities highlighted several areas where students believe additional supports and improvements would positively impact their overall school experience. Students also emphasized the importance of longer lunch periods and break times to support focus, social connection, and overall well-being. Many students shared that additional time during the school day would help reduce stress and improve their ability to engage in learning throughout the day. Academic and instructional feedback included requests for more creative, engaging, and hands-on elective opportunities, as well as improved access to technology resources, such as stronger Wi-Fi connectivity and updated computers and devices. Students expressed that reliable technology and meaningful elective opportunities contribute to greater engagement and a more positive learning experience. School climate and relationships were also significant themes within student feedback. Many students expressed the importance of respectful, supportive, and empathetic relationships with teachers and staff. Students emphasized the value of feeling heard, understood, and supported by adults on campus. The District reviewed these themes and used student feedback to inform ongoing discussions on school climate, student engagement, wellness initiatives, technology planning, and the development of LCAP goals and actions for the 2026-2027 school year. Examples of changes based on feedback: adapted counseling services, improved attendance-monitoring systems, development of Universal Design PD, staff training on restorative practices, evaluation of new SEL curriculum, and development of the Safe School Ambassador program for each site.

2. Parents/Guardians' Perspectives:
Parent and guardian feedback collected through surveys, various committee meetings, and group engagement highlighted several key priorities and areas of focus for supporting students during the 2026-2027 school year and beyond. Families consistently emphasized the importance of maintaining manageable class sizes and improving teacher-to-student ratios to ensure students receive individualized academic attention, social-emotional support, and meaningful classroom engagement. Families also identified the need for adequate staffing and student support services, particularly in Special Education, English Learner (ELL) services, counseling, intervention support, and student wellness. Parents expressed the importance of ensuring that all students have equitable access to highly qualified staff, targeted academic support, and inclusive learning environments that meet diverse student needs. Another significant theme centered on supporting and

retaining high-quality teachers and staff. Families emphasized the importance of competitive compensation, ongoing professional development opportunities, sufficient time for collaboration and planning, and a professional culture in which staff feel respected, supported, and valued. Parents consistently connected strong staff support systems with positive student outcomes and overall school quality. School safety, behavioral supports, and student inclusion also emerged as important priorities. Families shared the importance of safe, welcoming, and inclusive school environments where all students feel a sense of belonging and are supported both academically and socially-emotionally. Feedback also reflected interest in restorative practices, clear behavioral expectations, and consistent support systems across school sites.
Examples of changes based on feedback: adapted counseling services, improved attendance-monitoring systems, development of Universal Design PD, behavioral support training, staff training on restorative practices, evaluation of new SEL curriculum, and development of the Safe School Ambassador program for each site.

3. Staff Perspectives:
District and site staff participated in multiple surveys and feedback opportunities throughout the 2025-2026 school year to help inform school site planning, district priorities, and the development of the 2026-2027 LCAP. Feedback was gathered from certificated and classified staff through district surveys, collaborative meetings, site discussions, and ongoing engagement processes. Staff perspectives provided important insight into instructional needs, student supports, school climate, staffing challenges, and operational priorities across the district. A consistent theme throughout staff feedback was the importance of reducing class sizes and maintaining manageable student-to-staff ratios in order to provide individualized attention, targeted intervention, and stronger instructional support for students. Staff emphasized that smaller class sizes improve student engagement, relationship-building, classroom management, and overall learning outcomes. Staff also identified the importance of maintaining staffing consistency and retaining highly qualified, passionate educators and support personnel. Responses highlighted the need to strengthen recruitment and retention efforts by offering competitive salaries, comprehensive staff support, professional development opportunities, time for collaboration, and a positive professional culture that values and supports educators. Staff consistently connected stable staffing and strong employee support systems with improved student experiences and academic outcomes.

Additional themes included the importance of addressing behavioral challenges through proactive and restorative approaches, improving campus safety and security systems, and expanding supports for differentiated instruction to better meet the needs of diverse learners. Staff also emphasized the value of enrichment opportunities, intervention supports, social-emotional learning, and inclusive practices that help all students feel connected, supported, and successful at school. Feedback gathered from staff surveys and engagement opportunities helped guide district and site-level planning processes, including the refinement of LCAP goals, actions, and services. Staff input also informed discussions regarding resource allocation, instructional priorities, student wellness initiatives, professional learning, and ongoing efforts to support equitable outcomes for all students across BSD schools.
Examples of changes based on feedback: adapted counseling services; training in strategic scheduling for BIS; improved attendance-monitoring systems; development of Universal Design PD; behavioral support training; staff training on restorative practices; evaluation of a new SEL curriculum; and development of the Safe School Ambassador program for each site.

4. Administrator/DO Staff Perspectives:
Key priorities for supporting students during the 2026-2027 school year include maintaining manageable class sizes to promote equitable learning opportunities, providing individualized attention, and strengthening student engagement. Administrators emphasized the importance of ensuring adequate staffing, services, and resources to support students with special needs, behavioral challenges, and diverse academic and social-emotional needs. Educational partners also emphasized the importance of technology access, reliable infrastructure, and

thoughtful implementation of the district's device policy to support student learning, focus, digital citizenship, and consistency across school sites. School safety, student wellness, and campus infrastructure were also identified as important areas of focus. LCAP goals on attendance, student mental health, EL support, and student achievement were explicitly tied to discussions and meetings with administrators. Examples of changes based on feedback: adapted counseling services, improved attendance-monitoring systems, development of Universal Design PD, behavioral support training, staff training on restorative practices, evaluation of new SEL curriculum, and development of the Safe School Ambassador program for each site.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In addition to the 2023 California Dashboard results, our LCAP Committee and BSD staff's analysis of this year's district data reveals notable variations in academic outcomes among distinct student demographics. Specifically, English learners (ELs), socioeconomically disadvantaged (SED) individuals, Hispanic students, and students with disabilities (SWD) exhibit markedly different levels of achievement. Our EL students, socio-economically disadvantaged students, and students with disabilities consistently demonstrate lower academic performance, as indicated by 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 Office of Education (SMCOE) and the Special Education Local Plan Area (SELPA) have emphasized this endeavor, especially as BSD is currently being monitored for Differentiated Assistance in 2025/26.

With the integration of the MTSS framework as an LCAP goal, our focus remains dedicated to the meticulous structuring of instructional tiers, behavioral interventions, and social-emotional support systems. This MTSS framework is a fundamental systematic approach rather than a series of annual initiatives to eradicate the predictability of academic success or failure among students. 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, socially-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	2021-22: 91.1% of teachers in the district were fully credentialed and properly assigned.	2022-23: 90% of teachers in the district were fully credentialed and properly assigned.	2023-24: 81.6% of teachers in the district were fully credentialed and properly assigned.	100% Properly Credentialed Teachers	9.5% decrease from the 2021–22 to 2023-24 baseline of 91.1% to 81.6%
1.2	SARC: Student access to instructional materials	2022-23:100% of our students have access to instructional materials.	2023-24: 96.7% of our students have access to instructional materials.	2024-25: 100% of our students have access to instructional materials.	100% of students	100% of students have access to instructional materials, sustaining the district's goal.
1.3	SARC/FIT: Facilities in good repair/condition	2022-23: 100% of our facilities are in good repair.	2023-24: 100% of our facilities are in good repair.	2024-25: 100% of our facilities are in good repair.	100% of our facilities are in good repair.	100% of facilities continue to meet FIT standards, sustaining performance levels established since the baseline year.
1.4	Implementation of Academic Content Standards as measured by essential standards and local assessments.	2022-23: Full implementation of all curricular standards across all subjects and schools	2023-24: Full implementation of all curricular standards across all subjects and schools	2024-25: Full implementation of all curricular standards across all subjects and schools	Full implementation and sustainability of all curricular standards across all subjects and schools.	Full implementation 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).	2023-24 CA School Dashboard: 9.4% of students were chronically absent (green	2024-25 CA School Dashboard: 8.3 % of students were chronically absent (green	CA School Dashboard: <9% of students were chronically absent	4.5% improvement from 2022-23 to 2024-25 8.3% 2024-25 met our target outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performance indicator).	performance indicator).		
1.6	Attendance rate	2022-23 attendance rate: 94.2%.	2023-24 attendance rate: 95.1%.	2024-25 attendance rate: 96%.	Attendance rate: 97%	1.8% improvement on attendance rates 1% short of 97% target outcome goal
1.7	Pupil Suspension	2022-23 CA School Dashboard: 0.6% of students were suspended at least one day.	2023-24 CA School Dashboard: 0.6% of students were suspended at least one day. (green performance indicator)	2024-25 CA School Dashboard: 0.69% of students were suspended at least one day. (green performance indicator)	CA School Dashboard: <0.4% of students suspended at least one day.	Increase .09% on suspension rates from 2022-23 through 2024-25
1.8	Pupil Expulsion Rate	2022-23 CA School Dashboard: 0% of students were expelled.	2023-24 CA School Dashboard: 0% of students were expelled.	2024-25 CA School Dashboard: 0% of students were expelled.	CA School Dashboard: 0% of students were expelled.	0% expulsion rate from 2022-23 through 2024-25
1.9	California Science Test	2022-23 CAST : 61.81% of students met or exceeded the standard.	2023-24 CAST: 64.15% of students met or exceeded the standard.	2024-25 CAST: 65.03% of students met or exceeded the standard.	CAST 68% of students meet or exceeded the standard.	3.22% increase above baseline performance 2022-23 through 2024-25
1.10	California Assessment of Student Performance and Progress (CASPP)	2022-23 CAASPP Scores ELA: 74.93% met or exceeded standard Math: 70.43% met or exceeded standard	2023-24 CAASPP Scores ELA: 75.33% met or exceeded Standards Math: 71.34% met or exceeded Standards	2024-25 CAASPP Scores ELA: 73.32%% met or exceeded Standards Math: 70.90% met or exceeded Standards	CA School Dashboard ELA: 85% met or exceeded standard Math: 80% met or exceeded standard	CAASPP performance 2022-23 through 2024-25 ELA decrease 1.61% Math increase .47%

Goal Analysis [2025-26]

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.

During the 2025–26 school year, BSD made meaningful progress toward district goals through several successful initiatives and system improvements. The district strengthened partnerships with community organizations to support student programming and enrichment opportunities while continuing to refine and reestablish districtwide priority standards to strengthen instructional alignment. Attendance rates improved significantly through the strategic use of site-based supports, interventions, independent study, attendance recovery, monitoring platforms, and outreach efforts focused on reducing chronic absenteeism and increasing student engagement.

BSD also demonstrated a strong commitment to educational technology integration by expanding digital learning platforms and assessment tools, including programs focused on listening comprehension, reading assessment, and digital instructional content. Staff participated in extensive professional development across multiple domains, including literacy instruction, mathematics pedagogy through university partnerships, Universal Design for Learning (UDL), restorative practices, classroom management, physical education enhancement, artificial intelligence (AI) training, and support for language acquisition and multilingual learners. Restorative practices training was provided for both staff and students to strengthen school climate, improve peer relationships, and support proactive behavioral interventions across campuses.

Looking ahead, BSD will continue strengthening instructional systems through standards-based assessment cycles, implementation of new instructional programs, and the development of clear benchmarks and accountability measures. The district also plans to partner with educational consultants to strengthen Professional Learning Communities (PLCs) and continue expanding a comprehensive Multi-Tiered System of Supports (MTSS) at both the district and school-site levels. These efforts are intended to move the district beyond incremental growth toward sustainable and measurable improvements in student achievement, wellness, and equitable outcomes.

Additionally, the district evaluated the effectiveness of its communication and feedback systems and determined that certain communication platforms were used only a limited number of times throughout the year. BSD found that similar or improved stakeholder feedback could be gathered more efficiently through free online surveys and engagement tools, allowing the district to streamline communication processes while continuing to collect meaningful educational partner input.

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.

Several material differences existed between Budgeted Expenditures and Estimated Actual Expenditures during the 2023–26 school years. The most significant variance occurred in Induction funding, where only $9,625 of the $40,000 budget was expended, resulting in an underspend of $30,375. This variance was primarily due to lower-than-anticipated participation in the induction program and reduced associated costs during the school year.

Another notable variance occurred within the Response to Intervention and Instruction (RTII) program due to a staffing vacancy that remained unfilled for most of the school year. As a result, the district experienced salary and benefit savings compared to the original budget assumptions for a fully staffed program.

Conversely, expenditures for Social-Emotional Learning (SEL) support exceeded original budget projections. The increased expenditures reflected the district's continued focus on responding to emerging student wellness, behavioral, and social-emotional needs through expanded supports and services.

Additional funding changes occurred across several goal areas. Funding for Action 1.1 increased from $21,890,776 to $24,070,688.00, primarily due to negotiated 3.5% salary increases for staff in 2024-25 and 5.5% in 2025-26.

Funding for Action 1.2 increased to $193,445.50, reflecting the district's addition of a new reading program to strengthen literacy instruction, monitor student progress, and support district academic goals.

Funding for Action 1.6 decreased from $28,000 to $0 following the discontinuation of the district's online communication and survey platform. The district determined that similar or improved stakeholder feedback could be gathered through free online survey tools and alternative engagement platforms at no additional cost.

Funding for Action 1.9 decreased from $50,000 to $0 because the district did not participate in Professional Learning Communities (PLCs) as originally planned during the 2025–26 school year. While the expenditure did not occur this year, the district continues to prioritize PLC development and plans to move forward with this work in the upcoming school year.

Funding for Action 1.12: Support CTE at Burlingame Intermediate School - This was one year matching grant funding that will no longer be used. CTE grant.

Overall, while several expenditure variances occurred over the years, these adjustments did not negatively affect the district's fiscal stability or the implementation of planned student services. BSD remained fiscally responsible while adapting expenditures to align with actual program implementation needs, staffing realities, and emerging student priorities.

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

The actions implemented to date have resulted in meaningful progress toward several district goals; however, data analysis demonstrates that some areas continue to require additional focus, consistency, and systemwide implementation. BSD experienced its strongest progress in attendance-related metrics, including a reduction in chronic absenteeism from 12.8% in 2022-23 to 8.3% in 2024-25 and an increase in attendance rates from 94.2% to 96.3%. These gains were supported by targeted attendance interventions, independent-study supports, monitoring systems, and site-based outreach strategies.

The district also sustained positive outcomes in student access to instructional materials, facility conditions, and expulsion rates, while making incremental growth in science achievement as measured by CAST results. Additionally, BSD made progress toward standards alignment by identifying districtwide priority standards and implementing standards-based report cards at the elementary level.

Despite these successes, several areas fell short of the district's long-term goals. The percentage of properly credentialed teachers declined to 87.2% in 2024-25, falling below both the previous year and baseline levels. Staffing shortages, recruitment challenges, and retention difficulties contributed to this decline and continue to impact the district's ability to fully meet credentialing targets.

Academic achievement data also reflected areas of growth needs. While CAASPP scores initially demonstrated modest gains, 2024-25 data showed slight declines in both ELA and Math performance. These results suggest that instructional implementation has varied across grade levels and sites, and that the district needs a more consistent, measurable system to monitor instructional effectiveness and student progress. Suspension rates also increased slightly from 0.6% to 0.69%, indicating that continued investment in restorative practices, behavioral interventions, and student wellness supports remains necessary. While BSD implemented numerous professional development opportunities, instructional supports, and technology initiatives, the district identified opportunities to strengthen implementation fidelity and accountability structures across schools and programs.

Moving forward, BSD will focus on implementing a more structured and data-driven approach to continuous improvement through standards-based assessment cycles, expanded use of assessment platforms, clearer benchmarks, and stronger accountability systems. The district will also continue strengthening Professional Learning Communities (PLCs), MTSS implementation, restorative practices, and targeted instructional supports to ensure more consistent implementation across sites. These efforts are intended to move the district beyond incremental gains toward sustainable, measurable improvements in student achievement, engagement, wellness, and equitable outcomes.

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

Based on reflections from prior practice and analysis of district data, BSD has made several adjustments to goals, metrics, target outcomes, and actions for the coming school year. While the district established a strong foundation through stakeholder engagement, professional development, and the identification of priority standards, implementation across sites and programs was not always consistent. In addition, the district identified an opportunity to further strengthen its assessment cycle and progress-monitoring systems to better support data-informed decision-making across all schools. Enhancing the consistency of these tools and practices will help the district more effectively measure student growth, identify instructional needs, and reinforce accountability and continuous improvement efforts systemwide.

As a result, BSD will strengthen its focus on standards-based instruction, assessment, and intervention systems during the coming year. Teachers will use monthly grade-level collaboration meetings to identify, review, and refine district priority standards, thereby supporting more targeted data analysis, instructional planning, intervention supports, and progress monitoring. The district also implemented standards-based report cards at the elementary level to better align instruction, assessment, and communication of student learning outcomes.

To improve consistency and accountability, BSD will expand the use of assessment cycles, benchmark assessments, and instructional data review protocols across grade levels and content areas. New educational technology platforms and assessment tools, including literacy and reading progress-monitoring programs, will continue to support student achievement and data-informed decision-making.

Additionally, BSD plans to strengthen Professional Learning Communities (PLCs) through collaboration with external educational partners and consultants. The district will continue investing in staff development related to Universal Design for Learning (UDL), restorative practices, differentiated instruction, and support for multilingual learners. BSD will also continue building a comprehensive districtwide and site-based

Multi-Tiered System of Supports (MTSS) framework to strengthen academic, behavioral, attendance, and social-emotional interventions for students.

Through these revisions and system improvements, BSD aims to move beyond incremental progress toward more measurable, sustainable, and equitable outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I: Personnel: All teaching staff and site administrators	1. Highly qualified staff will provide grade-level instruction and any necessary differentiated support to each student in their classrooms. 2. Site administrators will oversee, support, and coach teachers in providing a multi-tiered support system. Previous allocation: $21,153,562	$24,070,688.00	No
1.2	Tier 1: Standards based materials: all subject areas	1. Grade-level, district-adopted curriculum will be provided to every student in each subject area. 2. Foundational Skills Curriculum (Phonics) will be purchased for all sites - This component will supplant the foundational skills component of the adopted curriculum. 3. Access to supplemental curated online materials (e.g., Newsela, Listenwise) will be provided. 4. Purchase of core curricular materials • Illustrative Math • Amplify • i-Ready 5. Replenishing or additional SEL curriculum will be purchased for sites.	$193,445.50	No
1.3	Tier I: Professional Development (PD) for all staff	1. The Multi-Tiered System of Support (MTSS) framework, tiers, and strategies will be implemented, and all staff will receive training over the next three years, as outlined in an articulated implementation plan. In the 2025-26 school year, the District Leadership and Site Leadership Team will	$170,304.65	No

Action #	Title	Description	Total Funds	Contributing
		define and implement Tier 1 structures and supports in academics, social-emotional support, and positive behavior interactions and guidelines. 2. In 2025-26, our professional learning will focus on Positive Behavioral Interventions and Supports (PBIS), Science Instruction, Universal Design for Learning, and English Learner strategies. 3. August Professional Learning will provide a relaunch of the MTSS framework, the fundamental approach to meeting students' needs at all levels. Professional Learning will include the three focal areas as essential core components of the MTSS work: Universal Design Learning, Designing Inclusive Communities, and Collaboration Across Systems to Improve Student Outcomes. 4. Collaborative Structures: Staff will have opportunities to engage in grade-level learning exchanges, planning, and collaboration.		
1.4	Tier 1: Facilities in good repair	1. Maintain adequate staffing of maintenance team 2. All facilities will be maintained as per required standards	$2,743,544.00	No
1.5	Tier 1: Social Emotional Learning (SEL) supports	1. SEL Training (Second Step, Zones of Regulation, Kimochi) for all certificated and some classified staff when appropriate. New SEL pilot took place. 2. Behavioral Support training, such as de-escalation, will be provided to all support staff and those who need it. 3. Additional resources needed to support positive classroom environments will be purchased and prioritized.	$15,000.00	No
1.6	Thought Exchange Purchase	Purchase Thought Exchange for surveying of the district- NO LONGER USED going forward in 2025-26.	$0.00	No
1.7	Tier 1: General Education and Special Education connections and inclusive practices	1. Work collaboratively with Supporting Innovative Practice organization (SIP) to support co-teaching at the middle school level 2. Increase awareness of all teaching staff around the importance of universal design learning (UDL) to maximize student outcomes and learning	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Increase an inclusive practice mindset to support our students with disabilities (SWD) 4. Strategic scheduling training.		
1.8	Induction Program	Maintain enough mentor teachers to support incoming new teachers, as well as the induction program.	$37,125.00	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.	$0.00	No
1.10	Assessment Coordinator	Administrator to manage and organize local and state assessments.	$171,538.00	No
1.11	Performance Matters	Data and assessment platform to store student data. Provides for training of the program as well.	$49,769.18	No
1.12	CTE (Career Technical Education)	Continuing to support CTE at Burlingame Intermediate School - This was one year matching grant funding that will no longer be used. CTE grant	$0.00	No
1.13	Tier 3: RTII Specialists	Provide 4.8 Response to Intervention and Instruction (RTII) Specialists at each elementary school site to provide targeted instructions for students working below grade level in literacy and math. The RTII Specialists will monitor assessment, provide interventions, pilot new intervention strategies, work with staff to improve classroom instruction, and provide trimester updates on progress.	$634,748.00	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 is an area that needs 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	2022-23: ELA - CA School Dashboard ALL: 58.6 points above standard EL: 9.6 points below standard SED: 9 points below standard Hispanic/LatinX: 12 points below standard 2022-23: Math - CA School Dashboard	2023-24: ELA - CA School Dashboard ALL: 60.3 points above standard EL: 19.4 points below standard SED: 13 points below standard Hispanic/LatinX: 8.5 points below standard	2024-25: ELA - CA School Dashboard ALL: 55.8 points above standard EL: 29.9 points below standard SED: 21.3 points below standard Hispanic/LatinX: 15.8 points below standard	ELA - CA School Dashboard 2025-26 ALL: 80 points above standard EL: 0 points below standard SED: 0 points below standard Hispanic/LatinX: 0 points below standard	ELA - 2023-24 to 2024-25: Current Difference from Baseline: ALL: 2.8 points below baseline EL: 20.3 points below baseline SED: 12.3 points below baseline Hispanic/LatinX: 3.8 points below baseline

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	2023-24: Math - CA School Dashboard All: 51.8 points above standard Hispanic/Latinx: 35.1 points below standard SED: 31.3 points below standard EL: 25 points below standard	2024-25: Math - CA School Dashboard All: 53.8 points above standard Hispanic/Latinx: 30.7 points below standard SED: 30.3 points below standard EL: 26.9 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	Math - 2023-24 to 2024-25: Current Difference from Baseline All: 2.3 points above baseline Hispanic/Latinx: 4.4 points above baseline SED: 1.0 points above baseline EL: 12.5 points below baseline
2.2	Local Phonics Assessments	2022-23: Students at or above grade level standard: Overall: 59% K: 58% 1: 58% 2: 59%	2023-24: Students at or above grade level standard on mClass: Overall: 70% K: 63% 1: 66% 2: 78%	2024-25: Students at or above grade level standard on mClass: Overall: 70% K: 73% 1: 82% 2: 83%	Students at or above grade level standard: Overall: 75% K: 75% 1: 75% 2: 75%	2023-24 to 2024-25: Current Difference from Baseline: Overall: +11% K: +15% 1: +24% 2: +24%
2.3	Local Math Assessments	2022-23:Students at or above grade level standard (K-2): Overall: 72.9% At benchmark: 25.2% Above benchmark: 47.7%	2023-24: Students at or above grade level standard (K-2): i-Ready Final Diagnostic Overall: 77% At benchmark: 14.5% Above benchmark: 62.3%	2024-25: Students at or above grade level standard (K-2): i-Ready Final Diagnostic Overall: 70% At benchmark: 14% Above benchmark: 56%	Students at or above grade level standard (K-2): Overall: 80% At benchmark: 20% Above benchmark: 60%	2023-24 to 2024-25: Difference from Baseline: Students at or above grade level standard (K-2): Overall: -2.9% At benchmark: -11.2% Above benchmark: +8.3%
2.4	English Language Proficiency Assessments for California	2022-23: 22.86% proficient.	2023-24: there were 365 EL students	2024-25: 430 EL students were given the	40% proficient (Level 4 Well Developed)	2023-24 to 2024-25: Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Level 4 (Well Developed): 22.86% Level 3 (Moderately Developed): 33.77% Level 2 (Somewhat Developed): 21.04% Level 1 (Beginning to Develop): 22.34%	Level 4 (Well Developed) 64 students = 17.53% Level 3 (Moderately Developed) 135 students = 34.24% Level 2 (Somewhat Developed) 102 students = 27.94% Level 1 (Beginning to Develop) 64 students = 17.53%	Summative ELPAC: Level 4 (Well Developed) 67 students = 15.58% Level 3 (Moderately Developed) 145 students = 33.72% Level 2 (Somewhat Developed) 112 students = 26.04% Level 1 (Beginning to Develop) 106 students = 24.65%		Overall Proficiency (Levels 3+4): -7.33% Level 4 (Well Developed): -7.28% Level 3 (Moderately Developed): -0.05% Level 2 (Somewhat Developed): +5.00% Level 1 (Beginning to Develop): +2.31%
2.5	EL Progress Indicator (CA Dashboard)	2022-23: CA School Dashboard: 56.6% making progress towards English Language proficiency. Maintained 0.3%	2023-24: CA School Dashboard: 52% making progress towards English Language proficiency. Declined 4.7%	2024-25 CA School Dashboard: 46.2% making progress towards English Language proficiency. Declined 5.8%	CA School Dashboard 2025-26 - 70% making progress towards English Language proficiency. Maintained 0.3%	2023-24 to 2024-25: Current Difference from Baseline 46.2% making progress towards English Language proficiency. Declined 10.4%

Goal Analysis [2025-26]

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

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

The 2024-25 school year produced mixed results, with meaningful gains in early grades literacy and math but persistent gaps in English Learner proficiency and outcomes for historically underserved subgroups. While whole-school instructional systems showed improvement, differentiated support for high-need populations did not reach the intended intensity or impact.

EL progress declined 5.8% to 46.2% on the CA School Dashboard, well below the 70% target. ELPAC results reinforced this concern, with only 15.58% of the 430 students assessed scoring at Level 4 (Well Developed) against a 2025-26 target of 40%. The majority of students remained at Levels 2 and 3, and nearly a quarter scored at Level 1. These results suggest that ELD instructional strategies — whether in designated time, push-in support, or teacher coaching — were not implemented with sufficient consistency or fidelity, and warrant a close review of program structure and staff capacity.

Primary grades showed the strongest outcomes. In math, 70% of K–2 students scored at or above grade level on i-Ready, approaching the 80% target. In phonics, mClass results exceeded targets in grades 1 and 2 (82% and 83% respectively against a 75% target), with kindergarten just below at 73%. These results reflect consistent implementation of structured, evidence-based programs and offer a model for scaling support across grade levels.

CAASPP data highlights the most significant remaining gaps. Despite strong overall performance (55.8 points above standard in ELA, 53.8 in Math), English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latinx students scored well below standard across both subjects. Reaching the 2025-26 target of 0 points below standard for all subgroups will require a more targeted and sustained approach than was in place this past year.

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 explains the material differences between Budgeted Expenditures and Estimated Actual Expenditures for this goal:

Action 2.2: The district added two full-time Teachers on Special Assignment — a New Teacher Coach and a Dual Language (DLI) Coach — to provide dedicated mentorship, curriculum support, and instructional coaching for new teachers and the DLI program. The addition of these two positions resulted in salary expenditures exceeding the original budget for this action.
Action 2.3: BSD did not continue PLC structures.
Action 2.5: The district added staffing and underestimated costs to provide these supports.
Action 2.6: The district expanded its digital intervention and data-collection tools by adding two new platforms — Amira, an AI-powered literacy program for Language Arts, and Art of Problem Solving (Beast Math) for Math. These platforms were not included in the original budget and represent an increase in expenditures to support more robust progress monitoring and targeted intervention for students.
Action 2.8: The district expanded its digital intervention and data-collection tools.
Action 2.12: Purchased fewer devices and supported pilot initiative, in anticipation of new device adoption at the end of the year.
Action 2.13: Increased expenditures reflect the district's continued investment in services and supports for English Learners, including dedicated ELD instruction, primary language instruction in Spanish, ELPAC testing coordination through an EL specialist, and the ongoing development of integrated language-development curriculum.
Action 2.15: Professional learning offerings were expanded beyond the original plan to better address the needs associated with this goal. The additional training sessions and related costs exceeded the initial budget for this action.
Action 2.16: The increase in expenditures is necessary to ensure that English Learners have access to high-quality, standards-aligned ELD instructional materials and resources that support language acquisition and academic achievement. Additional funding supports the purchase, implementation, and ongoing refinement of instructional materials designed to meet the diverse language proficiency levels and learning needs of English Learners across the district.

Action 2.18: Reused funds in hiring assessment coordinator.
Action 2.23: BSD did not use funds for this area.
Action 2.24: BSD costs increased due to the number of students and staff costs.

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

Actions supporting early literacy and foundational math showed the strongest results under prior implementation. mClass phonics results exceeded targets in grades 1 and 2 (82% and 83%, respectively) and approached the kindergarten target at 73%, while 70% of K–2 students scored at or above grade level in math on i-Ready. While these outcomes are encouraging, they also reflect a ceiling on what existing instructional approaches can produce, and the gaps between current results and targets signal a need for more structured, evidence-based programming — which is precisely what prompted the adoption of UFLI and IM Math.

Actions targeting English Learner development were the least effective. The 5.8% decline in EL progress and the fact that only 15.58% of students reached Level 4 on the ELPAC make it clear that prior ELD practices were insufficient. Similarly, CAASPP data shows that English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latinx students remain well below standard in both ELA and Math, with gaps ranging from roughly 16 to 30 points, despite the school performing well overall.

These results collectively drove the decision to shift instructional approaches. The implementation of UFLI provides a more structured and explicit literacy framework, IM Math supports deeper mathematical reasoning, and UDL training equips teachers to plan intentionally for all learners and use data more effectively. Because these programs were newly launched in 2025-26, their impact is not yet reflected in the current data, but they represent a direct and informed response to the gaps identified. Greater improvements across groups and grade levels are anticipated as implementation takes hold.

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.

Reflection on 2024-25 outcomes drove meaningful changes to both instructional actions and target expectations for 2025-26. The most significant programmatic changes are the adoption of UFLI for structured literacy, IM Math for core math instruction, and Universal Design for Learning as a framework for instructional planning. These were not part of the prior year's approach and represent a direct response to data showing that existing practices were not producing sufficient growth, particularly for English Learners and underserved subgroups. The decision to make these shifts reflects an honest assessment that incremental adjustments to prior practice would not be sufficient to close the identified gaps.

Target outcomes for 2025-26 also reflect this heightened ambition. The EL progress target jumps from the current 46.2% to 70% on the CA Dashboard, and the ELPAC Level 4 target is set at 40% — more than double the current 15.58%. CAASPP targets call for all subgroups to reach 0 points below standard in both ELA and Math, eliminating gaps that have persisted across multiple years. In K–2, math and phonics targets have been raised modestly, with overall benchmarks set at 80% for math and 75% for phonics, reflecting continued upward expectations built on the foundation of prior gains.

These elevated targets acknowledge that prior actions, while producing some positive results in early grades, were insufficient for the school's highest-need populations. The changes made for 2025-26 — in both instructional programs and teacher training — are designed to

address that gap directly. The degree to which these new approaches take hold and are implemented with fidelity will be the key factor in determining whether the school meets its revised targets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1: Instruction	1. All students, including unduplicated pupils and Hispanic/Latinx, will receive daily instruction in language arts (reading and writing) and math, both whole group and small group instruction (Tier 1 & Tier 2), based on grade level standards using district-adopted curriculum. 2. Students with targeted needs will receive Tier 3A & Tier 3B (push-in or pull-out) intervention in language arts and math to ensure access to the core curriculum and essential standards. Additional math materials or resources for all grade levels to enhance and increase hands-on math experiences and mathematical conceptual mastery. 3. English Learners, including Long Term English Learners, will receive integrated English Language Development as part of their Tier 1 instruction.	$0.00	No
2.2	Tier I: Professional Learning and Coaching	1. All elementary teachers across the district participated in a full-day professional development training centered on Benchmark, the district's approved literacy curriculum. Teachers deepened their grounding in the core program, designed lessons tailored for English learners, and planned instruction to meet the needs of all learners. 2. The district established a New Teacher Coach and a Dual Language (DLI) Coach to provide ongoing support, mentorship, and coaching in curriculum and classroom management. Both coaches worked closely with new teachers and the DLI program through regular meetings and individualized support to improve program quality and student academic outcomes.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. K–2 teachers received dedicated training on the UFLI curriculum, building their capacity to deliver foundational literacy instruction aligned with the district's early literacy priorities. 4. RTII specialists and teachers received professional development on *How English Works*, equipping teacher leaders to coach and guide classroom teachers in working strategically and effectively with English learners. 5. Spanish Dual Language teachers participated in professional development focused on *Spanish to English Transfer of Foundational Skills*, deepening their instructional capacity to support students acquiring a second language. 6. Grades 6–8 EL teachers were given dedicated time to collaborate and plan using the core curriculum. 7. The district dedicated professional learning to Universal Design for Learning (UDL) across multiple sessions. Our administrative team and all Burlingame staff learned the foundational steps of UDL, applied that learning through lesson planning, and worked collaboratively to design instruction that meets every learner's needs. 8. All staff received professional learning focused on behavioral supports within the classroom, equipping educators with strategies to create positive, structured learning environments that support the needs of every student. 9. Staff received professional learning centered on Illustrative Math, the district's adopted math program. Sessions focused on collaborative planning, understanding the program's digital tools, and interpreting the data it provides. 10. The PE department participated in two days of training and attended professional conferences focused on building a more inclusive and active physical education program.		

Action #	Title	Description	Total Funds	Contributing
2.3	Tier 1: Collaborative Structures	1. Monthly TK–5 grade level collaboration was established to create a dedicated space for teachers to engage in learning exchanges across Math and Science. These sessions deepened teachers' understanding of grade-level standards, best instructional practices, and student progress monitoring. Through this collaborative work, staff reached consensus to adopt a standards-based report card and began developing a scope and sequence for math instruction and assessments. 2. District-wide professional learning days were established to build teacher capacity across several priority areas. Staff engaged in training on the district-approved ELA and Math curricula, ensuring consistent and effective implementation across classrooms. Professional learning also focused on Universal Design for Learning (UDL) strategies to equip teachers with tools to meet the needs of every learner, as well as on behavioral support strategies to help educators create positive, well-managed classroom environments. 3. Data talks were held three times a year, bringing together district staff, site administration, and teacher support staff to collaboratively review and discuss assessment data. These structured conversations supported a shared understanding of student progress and informed instructional decision-making across the district.	$40,200.00	No
2.4	Local Assessments	1. Provide lower-level foundational and reading assessments 2. Provide math assessments in all grades	$63,000.00	No
2.5	Tier 1, 2, and 3A Instructional Aides (Site aide, TK assistant, regular instructional aides, and ECE)	1. Provide instructional aides at each elementary school site to provide students with Tier 1 and Tier 2 classroom support.	$2,367,950.00	No
2.6	Tier 3A: Instructional Materials	1. Additional materials for reading and math interventions were purchased as needed to ensure students had access to targeted, high-quality support.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2. K–2 teachers were given additional dedicated time to plan using phonics materials, strengthening their ability to deliver consistent and effective foundational literacy instruction. 3. The district purchased Beast Math, Amira, and Listenwise to support student growth in Math, Literacy, and listening skills respectively. These programs served both as assessment tools and as instructional resources, utilized across classrooms and within our after-school ELO-P program. 4. Digital platforms were implemented not only as screeners but also as progress monitoring tools, allowing staff to track student growth over time and respond to data with timely instructional adjustments. 5. Monthly data talks were held with site staff to review and discuss data from digital platforms and other district-approved assessments, fostering a collaborative approach to continuous improvement.		
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. 2. Digital Resources: curricular resources to support listening comprehension and language development- Amira 3. Subscriptions and applications that support student literacy and math development - Newsela, Listen Innovation Inc, and Learning Ally	$60,854.80	No
2.12	Devices to Support Student Learning	Hardware to support student learning- 60 I-Pads were purchased for our VAPA program as well as our Digital Arts Class	$48,831.84	No
2.13	Tier 1: Program English Learner Development	1. Every English Learner (EL) student will receive instruction in ELD aligned with their language levels. Integrated units embedded in our core curriculum, focusing on language development and student-centered	$131,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teaching strategies, will continue to be developed and shared with teachers across the district. 2. Primary language instruction in Spanish will continue to be supported at McKinley Elementary School 3. Provide an EL specialist who will ensure each EL student is ELPAC tested. 4. Teachers received specific professional learning around supporting Long Term English Learners and English Learners through the California Reading and Literature Project (CRLP) How English Works training		
2.15	Tier 1: English Language Development Professional Learning for staff	1. Additional materials for reading and math interventions were purchased as needed to ensure students had access to targeted, high-quality support. 2. Sent teachers to conferences (ATDLE and CABE) and trainings (How English Works) to learn about and work on EL strategies 2. A full day of professional learning on Benchmark, the district's approved literacy curriculum, was provided to all TK–5 teachers, grounding staff in the core program and strengthening consistent implementation across classrooms. K–2 teachers additionally received dedicated UFLI training, building their capacity to deliver structured, foundational literacy instruction. 3. K–2 teachers were given additional dedicated time to plan using phonics materials, strengthening their ability to deliver consistent and effective foundational literacy instruction.	$14,065.00	Yes
2.16	Tier 1: Academic Materials	1. Provide appropriate ELD instructional and learning materials to support and promote EL student outcomes.	$7,425.00	Yes
2.17	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	1. Leverage the Family Engagement Coordinator to conduct outreach to EL families. 2. Leverage the Family Engagement Coordinator to hold affinity groups and community events to foster inclusivity and a sense of belonging.	$196,157.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.18	Program Monitoring	1. Leverage the Assessment and Special Project Coordinator to monitor student data and EL student progress and provide data to schools, administrators, and teachers to surface needs, successes, and promising practices. 2. Leverage the Performance Matters platform to store and monitor EL data. (See Goal and Action 1.10 for expenditure - Assessment Coordinator)	$0.00	Yes
2.20	English Language Development Curriculum	Curricular materials and programs for ELD Based on the California School Dashboard data, English learner students persist as one of the student groups with consistently lower academic performance within BSD. Ensuring that students have the core instructional curriculum and materials is vital to their academic development.	$0.00	Yes
2.21	Translation Services	Provide digital translation to families in order to provide access, thus support student learning outcomes.	$5,875.35	Yes
2.22	Expanded Learning Targeted Instruction and Enrichment and LREBG fund use	The district contracted Champions to operate the after-school program, bringing dedicated support for academic tutoring, social-emotional learning, and enriching educational experiences beyond the school day. Champions provided students with engaging daily projects and activities that reinforce and extend concepts learned during the school day, including arts and crafts, cooking, sports, science, music, technology, language development, field trips, and social and cultural exchanges. Following a hands-on, inquiry-based curriculum model that incorporates input from both students and staff, the program maintains a student-centered approach that maximizes opportunities for exploration, discussion, and meaningful interaction. Beast Academy and Amira are uniquely suited to meet the needs of ELO-P students precisely because they combine engaging, adaptive technology with the kind of rigorous, evidence-based outcomes that close achievement gaps. Beast Academy's comic-based, puzzle-driven approach	$678,818.58	No

Action #	Title	Description	Total Funds	Contributing
		to math makes challenging content accessible and motivating for students who may have experienced frustration or disengagement in traditional classroom settings — building not just skills but confidence. Backed by an independent WestEd study of over 1,000 students, Beast Academy users gained one to two additional grade levels on MAP assessments compared to peers, demonstrating the kind of accelerated growth that ELO-P students need most. Amira's AI-powered reading tutoring provides the individualized, high-dosage literacy support that many underserved students lack access to outside of school, delivering the equivalent of one-on-one tutoring at scale. As the only third-party validated edtech solution with an effect size of 0.64 — exceeding researcher John Hattie's 0.4 benchmark for above-average, accelerated learning and outperforming high-dosage human tutoring — Amira brings a level of proven impact rarely seen in educational technology. Effectiveness will be measured by usage rates and Amira reading levels. A portion of LREBG funding — $100,000 — was allocated to support this program, within the allowable uses of those funds, including tutoring and small group learning.		
2.23	Supplemental Curricular Resources	Including, but not limited to, virtual platforms and other curricular materials.	$4,512.00	Yes
2.24	Newcomer Support Identification	Initial and Summative ELPAC support	$147,336.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The CAASPP 2022-23 ELA and Math results highlight a pressing need for targeted support for Students with Disabilities within our district. CAASPP Results: The CAASPP results reveal that 36.88% of Students with Disabilities who participated in the Smarter Balanced Summative Assessments in grades 3-8 met or exceeded the standard in ELA, and 32.58% met or exceeded the standard in 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 tailored to their specific strengths and needs, whether or not they are outlined in an Individualized Education Plan. 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, a 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	2022-23: CAASPP ELA - Students with Disabilities 36.88% at or above standard	2023-24: CAASPP ELA - Students with Disabilities 33.14% at or above standard	2024-25: CAASPP ELA - Students with Disabilities 30.48% at or above standard	CAASPP ELA - Students with Disabilities: 50% at or above standard	6.4% decrease in CAASPP ELA results for Students with Disabilities
3.2	CAASPP Math	2022-23: CAASPP Math- Students with Disabilities 32.58 at or above standard	2023-24:CAASPP Math: 31.58% at or above standard	2024-25: CAASPP Math: 28.64% at or above standard	CAASPP Math - Students with Disabilities: 50% at or above standard	3.94% deccrease in CAASPP Math results for Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Local ELA Assessments	2022-23: Students with Disabilities: 35% at or above benchmark	2023-24:Students with Disabilities: 39.21% at or above benchmark	2024-25: Students with Disabilities: 39.21% at or above benchmark	Students with Disabilities: 50% at or above benchmark	4.21% improvement with Local ELA assessment data for Students with Disabilities
3.4	Local Math Assessments	2022-23: Students with Disabilities: 32.3% at or above grade level standard	2023-24: Students with Disabilities: 31.58% at or above grade level standard	2024-25: Students with Disabilities: 31.58% at or above grade level standard	Students with Disabilities: 50% at or above grade level standard	.72% improvement with Local Math assessment data for Students with Disabilities

Goal Analysis [2025-26]

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.

During the 2025–26 school year, BSD continued implementing actions designed to improve academic outcomes for Students with Disabilities (SWD), with a primary focus on strengthening inclusive instructional practices, staff capacity, and systems of support. Much of the district's work centered on building educator understanding and shifting instructional mindsets regarding Students with Disabilities, inclusion, access to grade-level standards, and differentiated support strategies. Professional development opportunities focused on Universal Design for Learning (UDL), restorative practices, differentiated instruction, MTSS implementation, and inclusive classroom practices to better support diverse learners across all school sites. While the district implemented several foundational supports and professional learning opportunities, CAASPP assessment data for Students with Disabilities remained relatively flat or showed slight declines in some areas. Local assessment data demonstrated modest growth in ELA; however, state assessment performance in both ELA and Math continues to reflect achievement gaps for Students with Disabilities. The district anticipated that measurable academic gains would occur more gradually as foundational systems and staff practices were being established during the initial implementation phase.

Implementation during 2025–26 also included increased collaboration between general education and special education staff, expanded discussions around standards-based instruction and intervention, and continued efforts to strengthen inclusive classroom environments. BSD began developing more robust districtwide and site-based Multi-Tiered System of Supports (MTSS) structures to improve intervention delivery, progress monitoring, and targeted academic and behavioral supports for students. Additionally, the district expanded work related to Universal Design for Learning (UDL) to improve student access to grade-level curriculum and instructional materials. Several challenges impacted implementation throughout the year, including staffing shortages, credentialing challenges, and variability in implementation across school sites and grade levels. The district also identified a need for more consistent progress-monitoring systems, assessment cycles, and accountability measures to better measure instructional effectiveness and student growth over time.

Despite these challenges, BSD experienced several important successes, including increased staff awareness regarding inclusive instructional practices, stronger collaboration between departments, implementation of standards-based report cards at the elementary level, and continued expansion of restorative and inclusive practices for students. Increased classroom inclusion opportunities for Students with Disabilities also emerged as a positive outcome during the implementation process.

As a result of reviewing district and state assessment data, BSD adjusted its long-term goals and will continue working toward increasing the percentage of Students with Disabilities performing at or above standard to 50% across all identified metrics. Moving forward, the district will continue strengthening MTSS systems, UDL implementation, assessment cycles, intervention supports, and instructional consistency across sites to create more measurable and sustainable academic growth for Students with Disabilities.

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

Several material differences existed between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 actions during the 2025–26 school year.
Action 3.3: The Program Specialist took leave, and the position was not replaced immediately.
Action 3.13 – Support Staff Enhancement experienced an increase in expenditures because additional instructional aides and support personnel across the district were not fully captured within the original budget allocation. As staffing needs evolved throughout the year, additional resources were allocated to better support Students with Disabilities and student intervention needs across school sites.
Actions 3.4 and 3.6 – Professional Development reflected lower-than-budgeted expenditures because not all planned professional learning opportunities and training activities were implemented during the school year. While staff continued participating in training related to UDL, MTSS, restorative practices, inclusion, and differentiated instruction, some planned activities were postponed or adjusted due to scheduling, staffing, and implementation timelines.
Action 3.7 – Curriculum reflected lower expenditures because the district did not purchase the originally planned curriculum materials during the 2025–26 school year. The district still plans to move forward with the curriculum purchase during the 2026–27 school year as part of its continued efforts to strengthen instructional supports and standards-aligned resources for Students with Disabilities.
Action 3.8 - This expenditure is not included in the LCAP because Extended School Year services are mandated Special Education services provided through IEPs and funded through Special Education funding sources rather than supplemental or concentration grant funds.
Action 3.12 – In 2024-25, Position Restructuring experienced a change in implementation during the school year. The originally planned position was modified mid-year, and the allocated funding was redirected to help support the Deputy Superintendent position and broader district leadership and student support priorities.

Overall, these expenditure differences reflected adjustments made throughout the year to address evolving staffing needs, implementation timelines, district priorities, and operational realities while continuing to support services for Students with Disabilities and targeted student groups.

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

The specific actions implemented during the 2025–26 school year resulted in limited measurable academic growth for Students with Disabilities as reflected in relatively flat or slightly declining CAASPP assessment data in both ELA and Mathematics. While these outcomes

demonstrate that significant achievement gaps remain, the district anticipated that measurable academic gains would occur gradually because the initial phase of implementation focused heavily on building foundational systems, strengthening inclusive practices, and shifting educator mindsets regarding Students with Disabilities rather than solely implementing direct instructional interventions.

Throughout the year, BSD focused on increasing staff awareness and capacity around inclusion, differentiated instruction, Universal Design for Learning (UDL), restorative practices, and Multi-Tiered System of Supports (MTSS). In 2024-25 and 2025-26, BSD also introduced the Supporting Innovative Practices (SIP) Academy, during which teachers, staff, and administrators participated in a three-day collaborative learning experience focused on examining beliefs, reviewing current practices, discussing inclusive systems, and developing practical next steps to create more equitable and supportive learning environments for all students.

The district believes this foundational work was necessary to establish stronger long-term systems of support for Students with Disabilities. While the direct academic impact of mindset and systems work is difficult to quantify immediately, BSD identified increased collaboration between general education and special education staff, expanded conversations about inclusive practices, and expanded classroom inclusion opportunities as positive implementation outcomes during the year.

Despite these efforts, the district identified several ongoing challenges impacting effectiveness, including staffing shortages, credentialing challenges, inconsistent implementation across school sites, and the need for more structured progress-monitoring systems and assessment cycles. BSD recognizes that current assessment data demonstrates the need for stronger instructional consistency, targeted intervention systems, and clearer accountability structures moving forward.

As a result, BSD will continue expanding MTSS and UDL implementation, strengthening inclusive instructional practices, increasing progress monitoring, and implementing more consistent assessment and intervention cycles across schools. The district believes these structural improvements will provide stronger opportunities for targeted academic gains, increased inclusion, and more sustainable long-term outcomes for Students with Disabilities in future years.

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

Based on reflections and analyses of district assessment data, BSD revised Goal #3 metrics, target outcomes, and planned actions to strengthen support for Students with Disabilities, as achievement gaps in ELA and Mathematics persist despite ongoing interventions and inclusive practices. The district established a clearer long-term goal of 50% of Students with Disabilities performing at or above standard across identified metrics while expanding MTSS structures, progress monitoring systems, intervention supports, and standards-based assessment practices across all sites. BSD will also continue investing in Universal Design for Learning (UDL), inclusive instructional strategies, restorative practices, and collaborative professional learning to strengthen differentiated instruction, improve consistency across sites, and increase accountability for student progress and academic outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly Qualified Educational Specialists	Speech and Language Pathologists, Psychologists, Resource Specialists, Special Day Classes, Occupational Therapy.	$3,533,352.27	No
3.2	Psychologist Interns	Support staff in understanding scaffolded supports in how students learn differently.	$76,890.00	No
3.3	Program Specialist	Monitor and support targeted intervention and instructional needs for students with disabilities.	$78,520.00	No
3.4	Professional Learning Tier II/Tier III ELA/ELD	Provide training for Dyslexia interventions.	$0.00	No
3.5	Professional Learning Tier II/Tier III Math	Provide time for scaffolded supports for targeted interventions in math. - Only a one year program	$0.00	No
3.6	De-Escalation Professional Development	Hands on training to maintain in school with behavior challenges.	$0.00	No
3.7	Curriculum Tier II/III ELA/ELD	Interventions for supports in targeted intervention and instruction.	$2,801.20	No
3.8	Extended School Year	Summer learning program for Students with Disabilities	$0.00	No
3.9	Supporting Innovative Practices	Through the Supporting Innovative Practices (SIP) grant.	$30,000.00	No
3.11	Transportation	Transportation between school and home (SWD)	$159,758.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	Highly Qualified Administrator	Director of Student Support Services to oversee the Special Education department- Position is changed to Deputy Superintendent of Student Services	$0.00	No
3.13	Aide support for Tier 3B and Students with Disabilities (SPED Aides- including Full Inclusion Aides and Behavioral Aides)	1. Strategically assign instructional aides to schools to provide tier 2 and tier 3 small group support and help inclusion.	$1,975,916.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	In the next three years, student, staff, and families will increase their engagement and connectedness to schools, thus 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 students' experiences and perceptions across various aspects of school climate, safety, and well-being, including 5th- and 7th-grade students. 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 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, both in person and online. While a majority of students felt safe at school, a significant percentage reported experiencing harassment or bullying, and concerns were raised about physical safety and the perceived presence of weapons on campus. Schools will take proactive measures to enhance safety protocols, strengthen anti-bullying initiatives, and promote a culture of respect and inclusivity to create a safer and more supportive school environment for all students.

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

The survey underscored the importance of parental involvement in supporting student success and well-being. While efforts were made to

promote parental involvement, there is room for improvement in fostering more robust partnerships between schools and parents. Schools will continue to engage parents as partners in the educational process through regular communication, family engagement events, and the provision of resources and support services to address students' social, emotional, and academic needs.
5h Grade: High-Level Summary of Indicators
School Engagement and Supports: This category focuses on the level of engagement, support, and overall positive environment within the school. Here's a breakdown of the key indicators:
-School connectedness: 81% of students feel connected to their school, indicating a sense of belonging and attachment.
-Academic motivation: A high percentage (86%) of students exhibit motivation towards academic activities, reflecting an eagerness to learn.
-School boredom: Only 26.5% of students report feeling bored, suggesting that most students find their educational experience engaging.
-Caring adults in school: 77.5% of students perceive caring adults within the school environment, which can contribute to a supportive atmosphere.
-High expectations-adults in school: A significant majority (87.5%) of students perceive that adults in the school have high expectations for their success, which can positively influence academic performance.
-Meaningful participation: Although lower at 45.5%, meaningful participation indicates opportunities for students to engage actively in school-related activities.
-Facilities upkeep: 74% of students report satisfactory upkeep of school facilities, which can contribute to a conducive learning environment.
-Parent involvement in schooling: 71% of students perceive parental involvement, which can enhance support networks for academic success.
-Social and emotional learning supports: 78% of students indicate the presence of social and emotional learning supports, indicating efforts to address holistic student development.
-Anti-bullying climate: 73% of students perceive a positive anti-bullying climate, suggesting efforts to foster a safe and inclusive environment.
-School Safety and Cyberbullying: This category assesses the safety of students both within and outside the school premises, as well as their exposure to cyberbullying. Key findings include:
-Feel safe at school: A vast majority (91%) of students feel safe within the school environment, indicating a positive perception of safety measures in place.
-Feel safe on the way to and from school: Similarly, 91% of students feel safe during their commute to and from school, suggesting a perception
of safety in the surrounding community.
-Physical safety: While incidents of physical aggression (hit or pushed) are reported by 30% of students, the prevalence is relatively low.
-Verbal aggression: A smaller percentage (29%) of students report experiencing verbal aggression, such as mean rumors or name-calling, indicating areas for improvement in interpersonal dynamics.
-Weapon presence: Only 6% of students report seeing a weapon at school, indicating a relatively low incidence of serious safety concerns.
-Cyberbullying: 14% of students report experiencing cyberbullying, highlighting the need for continued efforts to address online harassment.
-School Disciplinary Environment: This category evaluates perceptions of discipline-related policies and practices within the school. Key indicators include:
Rule clarity: 84% of students perceive the rules as clear, which can contribute to a transparent disciplinary framework.

Student behavior: While 61% of students perceive their peers as well-behaved, there is room for improvement in maintaining positive behavior
behavior.

Fair treatment: 67% of students feel they are treated fairly when they break the rules, indicating a perceived level of fairness in disciplinary procedures
actions.
Respectful treatment: A significant majority (93%) of students feel respected by school staff, reflecting positive interpersonal dynamics within the school environment.
Mental Health: This category assesses students' emotional well-being and mental health. Key findings include:
Frequent sadness: Only 10% of students report frequent feelings of sadness, suggesting a relatively low prevalence of negative emotional experiences.
Wellness: Most (83%) students report overall wellness, indicating positive mental health outcomes.
7th Grade: High-Level Summary of Indicators
School Engagement and Supports: This category examines student engagement, academic motivation, and support systems within the school environment.
-School connectedness: 62% of students feel connected to their school, indicating a moderate sense of belonging.
-Academic motivation: 67% of students are motivated towards academic activities, though slightly lower than the 5th-grade level.
-School boredom: 44% of students find school boring, suggesting a significant proportion of students may struggle with engagement.
-Perception of school value: A relatively low percentage (12%) of students view school as worthless or a waste of time.
-Monthly absences: 11% of students report three or more absences per month, which may indicate attendance issues.
-Maintaining focus on schoolwork: Only 39% of students report consistently maintaining focus on their schoolwork, indicating potential challenges with attention and concentration.
-Caring adult relationships: 55% of students report having caring adult relationships within the school, which can positively impact student well-being and academic success.
-High expectations-adults in school: 71% of students perceive high expectations from adults in the school, which can influence academic performance and behavior.
-Meaningful participation: Only 22% of students report engaging in meaningful participation, indicating opportunities for increased student involvement.
-Facilities upkeep: A low percentage (35%) of students perceive satisfactory upkeep of school facilities, suggesting potential concerns about the physical environment.
-Promotion of parental involvement in school: 52% of students perceive efforts to promote parental involvement, indicating a moderate level of engagement from parents.
-School Safety and Cyberbullying: This category assesses perceptions of safety within the school environment and experiences of in-person and online bullying.
-Perceived school safety: 65% of students perceive the school as very safe or safe, indicating a moderate level of confidence in safety measures.
-Experience of harassment or bullying: 35% of students report experiencing harassment or bullying, highlighting areas for improvement in fostering a supportive environment.
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-Rumors and lies: 35% of students report that rumors or lies are being spread about them, indicating challenges with interpersonal dynamics.
-Fear of physical violence: 13% of students report being afraid of being beaten up, suggesting concerns about physical safety.
-Physical fights: 10% of students report being involved in a physical fight, indicating instances of conflict within the school environment.
-Weapon presence: 9% of students report seeing a weapon on campus, indicating a relatively low but existing level of safety concern.

-Cyberbullying: 30% of students report experiencing cyberbullying, indicating the prevalence of online harassment among peers.
-Social and Emotional Health: This category explores students' emotional well-being and mental health.
-Social-emotional distress: 18% of students report experiencing social-emotional distress, suggesting challenges in managing emotions and relationships.
-Chronic sadness/hopelessness: 17% of students report experiencing chronic sadness or hopelessness, indicating potential mental health issues
concerns.
-Consideration of suicide: 10% of students report having considered suicide, highlighting the need for mental health support and intervention.
-Optimism: 61% of students report feeling optimistic, indicating a moderately positive outlook.
-Life satisfaction: A majority (73%) of students report high levels of life satisfaction, suggesting overall positive perceptions of well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CHKS	2022-23: Results Survey Participation - 5th: 71%, 7th: 100% School Connectedness - 5th: 81%, 7th: 55% Academic Motivation - 5th: 90%, 7th: 63% Social Emotional Learning Support - 5th: 81%, 7th: n/a School Safety - 5th: 90%, 7th: 57%	2023-24 Results Survey Participation - 5th: 80%, 7th: 97% School Connectedness - 5th: 81%, 7th: 62% Academic Motivation - 5th: 78%, 7th: 67% Social Emotional Learning Support - 5th: 78%, 7th: n/a School Safety - 5th: 91%, 7th: 65%	2024-25 Results Survey Participation - 5th: 73%, 7th: 96% School Connectedness: - 5th: 82% , 7th: 66% Academic Motivation - 5th: 89% , 7th: Social Emotional Learning Support - 5th: 75% School Safety - 5th: 89% , 7th: 75%	Survey Participation - 5th: 100%, 7th: 100% School Connectedness - 5th: 90%, 7th: 75% Academic Motivation - 5th: 90%, 7th: 80% Social Emotional Learning Support - 5th: 90%, 7th: n/a School Safety - 5th: 90%, 7th: 75%	Survey Participation - 5th: 2% improvement , 7th: 4% decrease School Connectedness - 5th: 1% improvement , 7th: 11% improvement Academic Motivation - 5th: 1% decrease, 7th: Social Emotional Learning Support - 5th: 6% decrease, 7th: n/a School Safety - 5th: 1% decrease , 7th: 18% improvement
4.2	Suspension Rate for All Students	2022-23 CA School Dashboard: 0.6%	2023-24 CA School Dashboard:	2024-25 CA School Dashboard:	CA School Dashboard: 0.5%	.09% increase in suspension rate for all students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		suspended at least one day	0.6% suspended at least one day	0.69% suspended at least one day	suspended at least one day	
4.3	Chronic Absenteeism	2022-23 CA School Dashboard: 12.8% chronically absent.	2023-24 CA School Dashboard: 9.4% chronically absent.	2024-25 CA School Dashboard: 8.3% chronically absent.	CA School Dashboard: 5% chronically absent.	4.3% improvement for chronic absenteeism
4.4	Participation Rates in School Community Events	2022-23: Open House participation was not available	2023-24: Open House participation was not available	2024-25: Open House participation 1,063 across all BSD school sites	Attendance at the of the top three attended PTA meetings will increase by at least 50% from the year one outcome.	Participation rates at Open House was tracked in 2025. 1,063 families partipcated, about 35% of our families.
4.5	Participation Rates in School Extracurricular Activities	2022-23: No data for percentage of students who are involved in at least one school sanctioned activity, club, or team	2023-24: No data for percentage of students who are involved in at least one school sanctioned activity, club, or team	24/25 17.5% of middle school students students were involved in at least one school sanctioned activity, club, or team	Percentage of students who are involved in at least one school sanctioned activity, club, or team will increase by at least 50% from the year 1 outcome.	17.5% of BIS students participated in at least one school-sanctioned activity, club, or team. No baseline data available.

Goal Analysis [2025-26]

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.

During the 2025–26 school year, BSD continued implementing actions designed to strengthen student engagement, belonging, school connectedness, attendance, and overall school climate. The district experienced positive progress in several key metrics related to behavior, attendance, and student wellness, while also identifying areas that continue to require targeted support and refinement.

The district maintained a low suspension rate of 0.69%, coming within 0.19% of the district's long-term goal of 0.5%. This continued progress reflects the positive impact of restorative practices, relationship-building efforts, behavioral interventions, and student support systems implemented across school sites. BSD's emphasis on proactive approaches to student behavior and inclusion helped sustain low suspension rates while fostering a more positive, connected school environment.

Chronic absenteeism also improved significantly, decreasing from the baseline rate of 12.8% to 8.3%. While the district did not fully meet its 5% target, the reduction demonstrates meaningful progress resulting from site-based attendance interventions, outreach efforts, independent study supports, attendance monitoring systems, and increased family engagement. Despite this growth, chronic absenteeism remains an area requiring continued focus, particularly in addressing persistent barriers to regular attendance and student engagement.

The California Healthy Kids Survey (CHKS) data remained relatively consistent year to year, reinforcing the reliability and stability of district climate and wellness indicators. Increased participation rates, particularly among 5th-grade students, strengthened the representativeness and validity of the data used for district decision-making. Survey results continued to show strengths in school connectedness, academic motivation, and perceptions of safety among many students, while also identifying ongoing concerns related to student engagement, bullying, cyberbullying, meaningful participation, and social-emotional wellness. These findings reinforced the district's continued focus on student voice, mental health supports, belonging, and culturally responsive practices.

A significant component of implementation during the 2024-25 and 2025-26 school years is BSD's partnership with Supporting Innovative Practices (SIP) and the SIP Academy. Over the three-day academy, teachers, administrators, district staff, and support personnel engaged in professional learning focused on belonging, inclusive practices, restorative approaches, culturally responsive environments, and relationship-building strategies. The academy provided opportunities for staff to examine mindsets, evaluate current systems, discuss new ideas, and collaboratively develop strategies to strengthen inclusionary practices and student support systems across the district. This work strengthened staff collaboration and likely supported the district's continued progress in behavioral and school climate outcomes. The work continued into the 2025-26 school year.

Additional implementation efforts included expanding student voice opportunities through student surveys, the Safe School Ambassadors (SSA) program, restorative practices training, and engagement opportunities connected to the district's technology plan and device policy discussions. Approximately 160 students in grades 4–7 participated in the Safe School Ambassadors program, helping strengthen peer relationships, conflict resolution skills, and school connectedness across campuses.

While BSD experienced several successes throughout implementation, challenges remained related to student attendance, social-emotional wellness, behavioral consistency across sites, and ensuring meaningful student engagement opportunities at all grade levels. The district also identified the need for stronger progress-monitoring systems, more consistent implementation of interventions, and expanded supports for mental health and student belonging.

Overall, attendance, behavioral, and climate-related metrics demonstrated positive momentum during the 2025–26 school year. BSD will continue strengthening restorative practices, MTSS implementation, culturally responsive practices, student voice opportunities, family engagement, and social-emotional supports to further improve student connectedness, safety, and wellness, and to enhance engagement in future years.

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.

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

Action 4.3 experienced decreased expenditures because the psychologist position was transferred to Action 3.1 to improve program alignment and organizational consistency. During the year, the district added three new counselors to Action 4.3, further expanding direct student mental health supports.
Action 4.2 increased expenditures due to the addition of District Nurses to strengthen student health and wellness services districtwide.
Action 4.4 increased expenditures due to the addition of three Behavior Intervention Specialists and the District Behaviorist, totaling approximately $573,985.00. These additions strengthened behavioral intervention systems, the implementation of restorative practices, and direct support services for students with behavioral and social-emotional needs.
Action 4.7 also reflected lower-than-budgeted expenditures for professional learning activities. Grants help to fund most restorative practices training and the Safe School Ambassadors. While not all planned professional development opportunities occurred during the year, the district plans to continue and expand these initiatives in future years.
Action 4.8: BSD purchased School Status to assist with attendance monitoring and intervention support.
Overall, these expenditure adjustments resulted in the addition of seven new mental health and behavioral support professionals, along with expanded nursing services, significantly strengthening student wellness, behavioral interventions, and support systems across BSD while ensuring positions and expenditures were better aligned across district action areas.

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

The actions implemented during the 2025–26 school year demonstrated mixed effectiveness in making progress toward Goal #4. Several key behavioral and climate-related metrics showed positive movement, while other areas continue to require additional intervention and refinement.

The district’s suspension rate goal was nearly achieved, with the actual suspension rate remaining at 0.69%, only 0.19% above the district target of 0.5%. This outcome demonstrates the effectiveness of restorative practices, positive behavior interventions, relationship-building strategies, and expanded behavioral supports implemented across school sites. The district’s continued focus on inclusionary practices, student belonging, and proactive intervention systems helped maintain low suspension rates and improve overall school climate.

The California Healthy Kids Survey (CHKS) data for both 5th and 7th-grade students remained relatively stable compared to prior years, reinforcing the reliability of the district’s climate and wellness data. Increased participation rates, particularly among 5th-grade students, strengthened the representativeness of the survey results without significantly changing overall trends. The consistency of the data suggests that many school climate indicators, including school connectedness, academic motivation, and perceptions of safety, have remained stable while continuing to identify areas requiring growth, including meaningful participation, bullying prevention, cyberbullying, and social-emotional wellness supports.

The district’s attendance interventions demonstrated effectiveness. Chronic absenteeism improved significantly from the baseline rate of 12.8% to 8.3%, reflecting meaningful progress in attendance monitoring, outreach, family engagement, independent study supports, and site-

based intervention efforts. However, the district did not meet its 5% target, indicating that additional strategies and supports are still needed to address persistent attendance barriers and improve consistent student engagement. BSD also implemented several new systems and tools designed to strengthen attendance monitoring and intervention processes. Automated attendance communication tools reduced staff time spent on attendance outreach by streamlining communication with families. Positive reinforcement mailings recognizing attendance successes strengthened family engagement and promoted improved attendance habits. Additionally, attendance letters sent home on school letterhead and translated into families' home languages helped increase communication and outreach efforts, particularly for multilingual families. The district also found that customizable attendance dashboards were somewhat effective at identifying patterns in tardiness, truancy, and attendance concerns earlier in the intervention process. Integration with the district's student information system provided a more comprehensive understanding of attendance trends and highlighted that lost instructional time extends beyond full-day absences. While these systems improved the district's ability to monitor attendance patterns and respond more proactively, current data indicate that additional refinements and expanded intervention strategies will be necessary to fully achieve attendance goals in future years.

A significant factor contributing to improved behavioral outcomes and stronger implementation of the school climate was BSD's partnership with Supporting Innovative Practices (SIP) and the SIP Academy. In 2024-25 and 2025-26, through this three-day academy, staff, teachers, administrators, and district support personnel engaged in professional learning focused on belonging, restorative practices, inclusionary systems, and culturally responsive environments. This work helped strengthen staff collaboration, improve awareness of student connectedness and belonging, and support the district's progress toward creating safer, more supportive school environments.

Overall, the district's actions resulted in positive momentum across several climate, attendance, and behavior metrics. While meaningful progress was made in reducing suspensions and improving attendance, the district recognizes the need to continue refining attendance interventions, expand mental health and behavioral supports, strengthen student engagement systems, and implement restorative and inclusionary practices to achieve long-term goals related to student connectedness, safety, and school climate.

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

Based on reflections and reviews of district engagement, attendance, and school climate data, BSD refined Goal #4 metrics, target outcomes, and implementation strategies to better support family engagement, student connectedness, and a positive school culture. The district expanded its measurement of family engagement beyond PTA attendance to include participation in Open Houses, school events, performances, conferences, and volunteer opportunities in order to capture a more inclusive and representative view of community involvement. BSD also strengthened attendance monitoring and intervention systems by expanding the use of attendance dashboards, automated communication tools, multilingual outreach, restorative practices, Safe School Ambassadors programming, MTSS supports, and increased opportunities for student voice to improve belonging and reduce chronic absenteeism. Additionally, BSD engaged in a collaborative process to pilot and evaluate a new SEL curriculum, prioritizing staff training, community feedback, and evidence-based practices to build a consistent districtwide framework that supports student wellness, inclusion, and social-emotional growth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Curriculum and Support	1. Provide follow-up training and training for new staff on implementing the District's social-emotional curriculum, Second Step, Kimochi, and restortive practices.	$19,838.14	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.	$337,133.00	No
4.3	Provide Mental Health Services	1. Maintain or increase the current mental health team members, including counselors and counselor interns, to ensure accessibility to mental health services and our students' and staff's social/emotional support. Counselors (7)	$1,163,631.00	Yes
4.4	District-wide use of Positive Behavioral Interventions and Supports	1. To promote a positive and inclusive school climate, re-invigorate staff engagement around Positive Behavioral Interventions and Supports (PBIS). The district will provide training and ongoing support for implementing PBIS in the classroom and throughout the school site. 2. Added District Board Certified Behavior Analyst position (3.0)	$573,985.00	No
4.6	TUPE/CHKS	Tobacco Use Prevention Education (TUPE) Stipend and California Healthy Kids Survey (CHKS) Coordinator	$3,000.00	No
4.7	Professional Development	Collaborate with organizations locally and nationally recognized equity based programs to provide cultural competency and equity training.	$0.00	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) and School Status attendance monitoring.	$28,466.44	No

Action #	Title	Description	Total Funds	Contributing
		Will work to integrate with our student information system to see a holistic view of attendance by student, class, school, or district. ADA rates may appear satisfactory at the school or district level, but they can mask attendance issues. Our new platform measures missed learning time, not just full days missed, by the class, teacher, student, or school, providing a comprehensive view.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

We proactively tackle barriers that impede student success and well-being by addressing chronic absenteeism. Moreover, our targeted focus on specific student groups underscores our commitment to equity and inclusivity. Chronic absenteeism often disproportionately affects certain demographic groups, reflecting broader disparities in access to resources and opportunities. Therefore, by prioritizing these groups in our efforts, we are directly confronting the opportunity gap and striving to create a more equitable educational experience for all students. In essence, our approach to addressing chronic absenteeism is not just about improving attendance rates; it is about fostering a supportive, inclusive, and equitable learning environment where each and every student can thrive academically, socially, and emotionally. By targeting chronic absenteeism alongside other key initiatives, we are investing in the holistic development and success of every student in our care.

In previous years, the Burlingame School District had qualified for Differentiated Assistance (DA) concerning student outcomes, particularly in LCFF Priority 5, Pupil Engagement, where chronic absenteeism was marked "Red" for several student demographics, including English Learner Students, Hispanic Students, Homeless Students, Two or More Races, Socioeconomically Disadvantaged Students, Students with Disabilities, and White Students. Additionally, Students with Disabilities at Roosevelt and McKinley were in the "Red" indicator. As of 2024,

we have successfully improved these metrics to "Green" indicators for chronic absenteeism and pupil engagement. While in the monitoring phase of Differentiated Assistance, we continue to implement the activities outlined below to sustain and further enhance these improvements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Chronic Absenteeism Rate	2022-23 CA School Dashboard: 12.8% of students were chronically absent (red performance indicator).	2023-24 CA School Dashboard: 9.4% of students were chronically absent (green performance indicator).	2024-25 CA School Dashboard: 8.3% of students were chronically absent (green performance indicator).	CA School Dashboard: Green performance indicator for all student groups.	4.5% improvement in chronic absenteeism
5.2	Attendance Rate	2022-23 attendance rate: 94.2%	2023-24 attendance rate: 95.1%	2024-25 attendance rate: 96.1%	Student attendance rate: 97.2%	1.9% attendace rate improvement
5.3	Parent and Family Engagement- CA School Dashboard (Building Relationships)	2022-23 CA School Dashboard: Standard Not Met	2023-24 CA School Dashboard: Standard Met	2024-25 CA School Dashbaord: Standard Met	CA School Dashboard: Standard Met	Standrad Met for LCAP Survey: Parent and family engagement
5.4	California School Staff Survey (CSSS)	2022-23: Not available	2023-24: 96 staff participation (30.8%)	2024-25: 124 staff participation (41.3%)	90% of all staff participation	10.5% improvement for The California School Staff Survey (CSSS)
5.5	California School Parent Survey (CSPS)	2022-23: The survey was not administered	2023-24: 148 total respondents	2024-25: 347 total respondents (13%)	50% of parents/guardians respond	235% improvement (199 responses) for The California School Parent Survey (CSPS)

Goal Analysis [2025-26]

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.

During the 2025–26 school year, BSD continued implementing comprehensive attendance, engagement, and family outreach strategies to improve Average Daily Attendance (ADA), reduce chronic absenteeism, strengthen family engagement, and improve districtwide school climate outcomes. Overall implementation demonstrated meaningful progress toward the district's multi-year attendance and engagement goals.

The district made significant gains in reducing chronic absenteeism, improving from the 2022–23 baseline rate of 12.8% to 9.4% in 2023–24 and further improving to 8.3% in 2024–25. This improvement allowed BSD to maintain a green performance indicator on the California School Dashboard and reflected the effectiveness of district attendance interventions, site-based outreach, independent study supports, attendance monitoring systems, and family engagement efforts. While the district has not yet achieved its ambitious long-term target, the data demonstrates strong positive momentum and continued progress in addressing attendance barriers for students and families.

Overall attendance rates also improved steadily over the implementation period. District attendance increased from 94.2% in 2022–23 to 95.1% in 2023–24 and further increased to 96.3% in 2024–25, representing a 2.1% increase above baseline levels. These gains reflect improved student engagement, stronger attendance intervention systems, and increased collaboration among school staff, students, and families around attendance expectations and supports. Implementation efforts included automated attendance communication systems, multilingual outreach, positive attendance recognition programs, attendance recovery supports, and improved attendance dashboards to identify attendance concerns earlier and intervene more proactively. BSD also strengthened communication with families by utilizing translated attendance letters, school-based outreach, and individualized support systems designed to reduce barriers to regular attendance.

BSD experienced progress in family engagement efforts. BSD sustained a "Standard Met" rating in Family Engagement on the California School Dashboard and expanded opportunities for parent and guardian participation through surveys, Open Houses, school events, and community engagement opportunities connected to the LCAP process, technology planning, and school climate initiatives. The district also revised how it measures family engagement by moving beyond PTA participation alone and incorporating broader participation data from school community events, meetings, groups, and engagement opportunities.

Several successes emerged throughout implementation, including improved attendance outcomes, reduced chronic absenteeism, strengthened communication systems, expanded multilingual outreach efforts, and increased use of attendance data interventions. The district also identified stronger collaboration among school staff and increased family awareness regarding the importance of regular attendance and school connectedness.

At the same time, BSD identified several ongoing challenges that are hindering the full implementation of district goals. Chronic absenteeism, while improved, remains above the district's long-term target, particularly for some targeted student groups. The district also identified the need for additional intervention strategies to address persistent attendance barriers related to student mental health, illness, family circumstances, and disengagement from school. Participation rates in staff and parent survey processes also remained below district targets, underscoring the need for continued outreach and engagement.

Overall, the implementation of Goal #5 actions resulted in positive, measurable progress toward improving attendance, family engagement, and school connectedness across BSD schools. The district will continue refining attendance intervention systems, expanding family engagement opportunities, strengthening multilingual communication, and utilizing data-informed practices to further improve attendance and reduce chronic absenteeism in future years.

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

Action 5.1: BSD continues to strengthen its PBIS and school climate efforts through Safe School Ambassadors training in partnership with Community Matters, empowering student leaders to promote inclusion, positive peer interactions, bullying prevention, and a safer, more connected school environment. The training for four sites (other three sites covered by a grant), totaled $17,000.

Action 5.2: BSD did not do affinity groups in 2025-2026.

Action 5.5: BSD continued implementing attendance intervention and family engagement strategies throughout the year and still experienced positive outcomes in attendance improvement and chronic absenteeism reduction. The district will continue reviewing implementation data and service needs to ensure future budgeting more accurately reflects actual program utilization and levels of support required by students and families. BSD has used SchoolStatus to strengthen attendance monitoring and improve timely communication with families about student attendance patterns, early intervention supports, and the risk of chronic absenteeism, at a cost of $28,466.44.

Action 5.7: Costs increased due to student needs.

Action 5.8 Administrator costs moved to another position in 2025-2026.

Action 5.10: Home visits: Originally budgeted at approximately $20,000; only $4,000 spent. This variance was primarily due to the actual number of home visits conducted during the school year, the level of need for site-based visits, and the amount of staff time required per visit. While the district anticipated a higher level of intensive home visitation support during budget development, implementation data showed that fewer visits were needed than originally projected. Additionally, some attendance and family outreach needs were successfully addressed through alternative methods, including phone calls, virtual meetings, school-site interventions, automated attendance communication systems, translated outreach materials, and direct family engagement efforts at school sites. As a result of reduced home visits and their shorter duration, expenditures for staffing time, travel, and associated program costs were significantly lower than originally budgeted.

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

Based on district attendance, engagement, and school climate data, the actions implemented during the 2025–26 school year demonstrated strong overall effectiveness in advancing Goal #5. BSD reduced chronic absenteeism from 12.8% in 2022–23 to 9.4% in 2023–24 and further to 8.3% in 2024–25, while Average Daily Attendance (ADA) increased from 94.2% to 96.3% over the same period. These improvements reflect the effectiveness of attendance monitoring systems, family outreach, multilingual communication, independent study options,

attendance recovery supports, and site-based interventions. BSD also maintained a green performance indicator on the California School Dashboard.

The district sustained a “Standard Met” rating in Family Engagement while expanding communication and outreach efforts through surveys, Open Houses, attendance outreach, and multilingual family engagement strategies. Parent survey data reflected strong confidence in district communication systems and welcoming school environments, while also identifying opportunities to strengthen parent-to-parent connections, social-emotional supports, responsiveness to concerns, and supports for students with academic, behavioral, and special education needs.

BSD also established an important baseline through the 2024–25 California School Staff Survey (CSSS), which received 124 staff responses, representing approximately 41.3% districtwide participation. Feedback provided valuable insight into school climate, student wellness, instructional equity, professional learning, workplace conditions, communication systems, and staff well-being. The district recognizes the need to significantly increase participation in future administrations and will prioritize outreach and engagement efforts to achieve at least 90% participation, ensuring broader representation and more reliable districtwide feedback.

Additional actions, including automated attendance communication systems, attendance dashboards, restorative practices, Safe School Ambassadors programming, culturally responsive outreach, and increased opportunities for student voice, contributed positively to student connectedness, family engagement, and proactive intervention efforts across schools.

While the data demonstrate strong overall progress, BSD recognizes that continued efforts are needed to fully achieve long-term goals, particularly to address persistent attendance barriers among student groups and to increase participation in staff and parent feedback processes. Overall, the coordinated implementation of attendance supports, family engagement initiatives, restorative practices, and student support systems resulted in measurable progress toward improving attendance, reducing chronic absenteeism, strengthening family engagement, and increasing student connectedness across BSD schools.

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

No major changes made

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Creating a positive environment that promotes attendance	1. Continue implementing PBIS at all school sites to foster a positive environment and promote student attendance. 2. Safe School Ambassadors training in partnership with Community Matters, empowering student leaders to promote inclusion, positive peer	$17,000.00	No

Action #	Title	Description	Total Funds	Contributing
		interactions, bullying prevention, and a safer, more connected school environment.		
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 family groups to promote collaboration and a sense of belonging in our community. Parents are the first teachers for their children, and it is essential to prioritize and form authentic partnerships with families. 3. Conduct family outreach. Hosted enrollment and registration night. 4. Conduct empathy interviews with families and students when appropriate. Ended 2024/25. 5. Affinity nights - ended 2024/25.	$10,000.00	No
5.4	Provide before and after school programing	1. Prioritize Zero Periods to maximize student engagement. 2. Offer after-school targeted Visual and Performing Arts (VAPA) instruction and enrichment activities for our unduplicated pupils. (7 Full-Time Educators)	$1,071,637.00	Yes
5.5	Improvement on truancy systems and processes	1. Ensure administrators, administrative assistants, and support staff are conversant with the truancy protocol: Student Attendance Review Team (SART) and Student Attendance Review Board (SARB). 2. Monitor and track student attendance data and work with our district team to support students. 3. BSD has expanded the use of SchoolStatus to strengthen attendance monitoring and improve timely communication with families regarding student attendance patterns, early intervention supports, and the risk of chronic absenteeism.	$28,466.44	No
5.6	Humanizing Engagement Process	1. Leverage the Student Services team to refine a family engagement process that is collaborative, inclusive, and dialogical.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Align local resources and outside agencies to support families.		
5.7	Transportation	Transportation for Title I students.	$80,162.00	Yes
5.8	Highly Qualified Administrator	Director of Student Support Services.- Position was changed to Deputy Superintendent of Student Services	$151,558.00	No
5.9	Data and Assessment Platform	Early Warning System: PowerSchool/Performance Matters - to monitor students' truancy and absenteeism rate in order to better support students and families	$55,402.82	No
5.10	Home Visits	Leverage administrators and staff to conduct home visits to better support students and mitigate unnecessary absences	$4,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,753,256	$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
4.492%	1.733%	$665,349.73	6.225%

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
2.16	**Action:** Tier 1: Academic Materials **Need:** According to the 2025 California School Dashboard results, our English learner students remain among the lowest-performing student groups at BSD.	The district invested in high-quality, culturally relevant instructional materials and digital tools to strengthen our English Language Development program and directly address performance gaps identified on the 2025 CA School Dashboard for English Learner students. A thorough curriculum review was conducted across all grade levels, with particular attention to the middle school level, to identify instructional gaps, ensure alignment between standards and classroom practices, and incorporate evidence-based strategies designed	2025 Local and state assessments will be used for progress monitoring. These assessments include phonics screeners (mClass), ELPAC, and CAASPP (LCAP metric 2.1 and 2.2) ELA. We will use these local and state measures to

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	for multilingual learners. Where gaps were identified, existing materials were supplemented or new resources were adopted to better support language acquisition alongside content mastery. The UFLI phonics program was also provided to further support foundational literacy for our EL population. Teachers received dedicated training and materials to support the successful implementation of UFLI, ensuring staff were equipped to deliver the program with fidelity and confidence. These resources were implemented across all grade levels and sites to ensure equitable access throughout the district. The culturally responsive nature of these materials benefits all learners while specifically targeting the achievement gap facing our English Learners, supporting the district's goal of bringing all EL students to grade-level proficiency.	monitor the effectiveness of this action. We will also add new tools for our staff to monitor, assess, and support our EL learners.
2.17	**Action:** Tier 1: Outreach to EL families, and Socio-economically disadvantaged **Need:** Using the 2025 California Healthy Kids Survey data, increasing family engagement—particularly for our English Learner and Low Income families—is essential to forming authentic partnerships and supporting student learning. While these are our targeted groups, this program will be implemented LEA-wide to increase engagement and strengthen connections for all families. Notably, English	The district's Family Engagement Coordinator plays a central role in strengthening connections between our EL families and the educational process, directly addressing performance gaps identified on the 2025 CA School Dashboard for English Learner students. The coordinator supports all student groups as part of their position. The Coordinator actively recruits families, provides information and support, and works to ensure our EL and all families are meaningfully included in their children's education. The Coordinator maintains and updates eligibility lists to ensure all qualified students receive the services they need, conducts regular program	Progress will be measured through multiple indicators, including participation rates of English Learners, Foster Youth, Low-Income students, and other identified student groups in affinity groups, ELO-P programs, and targeted family engagement events. The district will monitor participation data to ensure these student groups are accessing the additional supports 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
	Learners students report a significantly lower sense of school connectedness and safety at both the elementary and middle school levels compared to other student groups, as measured by the annual California Healthy Kids Survey. Addressing this gap through inclusive, meaningful family engagement is a priority across our entire district. **Scope:** LEA-wide	audits, and analyzes assessment data to verify that students are finding success within our programs. This district-wide support extends across all grade levels and sites, ensuring equitable access for every family. Beyond coordination, the Family Engagement Coordinator leads a Mariachi program that enriches students' educational experience through music appreciation and cultural awareness, creating a meaningful connection to students' heritage and identity. After-school hours are also used to provide tutoring support, with the goal of improving both academic achievement and student attendance. Additional programming — including Parks and Recreation programs hosted on district sites — is open to all students who may benefit from enrichment opportunities beyond the school day. This comprehensive approach to family engagement and after-school programming reflects the district's commitment to serving the whole child, strengthening school connectedness, and closing the achievement gap for English Learners and low-income students. The use of these funds is the most effective and efficient.	opportunities intended to increase engagement, connectedness, and academic success. The district will also review data from the annual California Healthy Kids Survey, including responses from students, staff, and parents within these student groups, to assess school connectedness, belonging, and engagement. Daily attendance rates and chronic absenteeism data will be monitored as key indicators of student engagement, and math achievement data will be reviewed to evaluate academic growth and progress toward grade-level proficiency. Together, these measures will help determine the effectiveness of the action in improving outcomes for the student groups served. (LCAP Measure 4.1)
2.18	**Action:** Program Monitoring **Need:**	In partnership with the San Mateo County Office of Education (SMCOE) and district Response to Intervention and Instruction (RTII) specialists, the district developed and implemented a comprehensive Multi-Tiered System of Support	Metrics will include using regular surveys and data review with the staff and the SMCOE to gather input on the effectiveness

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
	2025 California School Dashboard data continues to identify English Learner students as one of the lowest-performing student groups in the Burlingame School District. In analyzing district data, EL student performance was prioritized and examined first, before comparisons were made to the broader student population, ensuring that interventions and services were designed with our English Learners' needs at the forefront. In ELA, EL students declined by 10.4 points and remain in the Orange indicator status. In Math, EL students held at -1.9 points, also in the Orange indicator status. A contributing factor to these outcomes has been inconsistency in the delivery and implementation of English Language Development instruction and support for English Learners across the district. It is important to note, however, that the district successfully reclassified a number of students during the 2024–25 school year, reflecting meaningful progress in language acquisition for a portion of our EL population. Administrator to manage and organize local and state assessments. **Scope:** LEA-wide	(MTSS) framework that integrates academic, behavioral, and social-emotional supports across all school sites. Throughout the development and implementation process, English Learner data was prioritized and analyzed first, followed by comparisons to the broader student population, ensuring that services, interventions, and instructional practices were intentionally designed to address the needs of English Learners and other unduplicated pupil groups. The framework clearly defines Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) supports, ensuring students receive appropriate interventions based on demonstrated need. This LEA-wide action is the most effective use of supplemental funds because it strengthens the district's ability to identify, monitor, and respond to the needs of English Learners, Low-Income students, and Foster Youth while improving the quality and consistency of instruction across all schools. The district considered more isolated intervention models; however, local data, educational research, and guidance from SMCOE support a systemic MTSS approach as the most effective method for addressing achievement gaps and improving outcomes for unduplicated pupils. By strengthening core instruction and creating clearly defined intervention systems, the district is able to serve a greater number of students earlier and more effectively. To support implementation, 2025 Data Review Teams were established district-wide to engage in ongoing cycles of inquiry focused on student outcomes. These teams regularly analyze student	of the partnership and the staff's professional learning experience. We will monitor our work using the California Dashboard (LCAP Measure 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		performance data, review student work, identify effective instructional practices, and make data-informed decisions regarding interventions. Particular attention is given to English Learner performance, ensuring that achievement gaps are identified and addressed through targeted supports and culturally responsive instructional practices. Schools also utilize What I Need (WIN) time to provide students with direct, small-group instruction based on identified learning needs. This structure allows students, particularly unduplicated pupils, to receive targeted intervention and enrichment without missing access to grade-level core instruction. This approach is supported by educational research demonstrating that high-quality Tier 1 instruction, coupled with timely intervention and continuous progress monitoring, leads to improved academic outcomes and reduced achievement gaps. Regular collaboration among district leaders, SMCOE consultants, RTII specialists, site administrators, and Data Review Teams ensures continuous improvement and consistent implementation across all schools. Because the framework prioritizes the needs of English Learners, Low-Income students, and Foster Youth while strengthening instructional systems district-wide, the district has determined that this LEA-wide MTSS investment represents the most effective use of supplemental funds to meet the goals and priority needs of its unduplicated pupils.	

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
2.21	**Action:** Translation Services **Need:** Families speak thirty-nine languages, per enrollment home language survey, in the Burlingame School District, and information needs to be made accessible to families who speak a language other than English. **Scope:** LEA-wide	This action was designed specifically to address the needs of English Learners and their families by reducing language barriers that can limit access to information, participation in school activities, and engagement in their children's education. District data, including Home Language Survey results and English Learner enrollment data, indicate a continued need for language-access services to ensure meaningful communication between schools and multilingual families. To address this need, BSD implements an artificial intelligence-based translation service that converts speech into multiple languages in real time. During school and district events, families can access translated content through their mobile devices, allowing them to fully understand presentations, discussions, and important school information as it is being shared. In addition, district staff have access to professional human interpreters by phone, enabling real-time three-way conversations between staff, families, and translators to support accurate and effective communication. While all families may benefit from improved communication tools, this service is principally directed toward English Learners and their families, who face the greatest barriers to accessing school information due to language differences. By providing both AI-powered translation and live interpretation services, the district increases access, strengthens family engagement, promotes a sense of belonging, and ensures that English Learner families can actively participate as partners in their children's education.	The district will collect and analyze usage data to track the use of translation and language interpretation services, including the number of requests, languages supported, and participation across school sites and district events, as recorded through the Translation and Interpretation Services Request Log. The district will also monitor participation rates at PTA meetings, parent-teacher conferences, Back-to-School Nights, Open Houses, ELAC, DELAC, and other family engagement activities using Site and District Event Attendance Logs to ensure multilingual families have equitable access to school events and opportunities for involvement. To measure effectiveness, the district will review family engagement survey results from the District Family Engagement Survey, participation 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
		BSD finds this to be the best and most efficient use of funds to support all students.	from Site and District Event Attendance Logs, usage of interpretation services from the Translation and Interpretation Services Request Log, and the California Department of Education English Learner Progress Dashboard. The district believes that increased family engagement and access to information support stronger student outcomes, including English language proficiency as measured by ELPAC results, attendance as tracked through CALPADS, and academic achievement as reflected in CAASPP assessment results.
2.23	**Action:** Supplemental Curricular Resources **Need:** 2025 California School Dashboard findings, it is evident that English Learner students continue to demonstrate some of the lowest academic performance levels within the student population at BSD. **Scope:**	To support the academic growth and language development of English Learners and all student groups, the district provided a range of targeted materials and tools, including programs to strengthen vocabulary development, an AI-powered reading tutor to support literacy growth and assessment, audiobooks to build listening comprehension, and additional language development resources to increase student engagement and access.	Metrics include the usage rate of students using apps and audiobooks on a daily basis. In addition, we will also use local literacy and math assessments to track students' progress. This includes data from mClass (LCAP Measure 2.2), Math Annex, Amira reading assessment results, UFLI literacy

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
	LEA-wide	Resources were made available on an LEA-wide basis, ensuring that English Learners and all students at every school site had access to them, both during and outside the school day. While designed specifically with our English Learner population in mind, these supplemental tools were also available to any student who could benefit from additional support. Both students and teachers have experienced success with these platforms, making this a proven and effective use of funds to improve outcomes for English Learners across the district. BSD finds this approach to be the best and most efficient use of funds to support student learning.	progress monitoring, as well as CAASPP ELA and math data (LCAP Measure 2.1).
4.3	**Action:** Provide Mental Health Services **Need:** Unduplicated pupils demonstrate significant social-emotional and attendance challenges, as evidenced by the 2025 Dashboard data, 8.3% chronic absenteeism rate that substantially exceeds the 5% goal. These students require enhanced mental health support to address underlying factors contributing to school avoidance and disengagement. The 2025 CA Dashboard data suggest that all students, including unduplicated pupils, may face additional barriers to consistent school attendance, including potential trauma, family stressors, or mental health challenges that impact their ability to engage regularly in learning. Unhoused students were the only group in red, while SED and SWD fell into the orange and ELs into the yellow categories.	The mental health services team (7 counselors) directly addresses the social-emotional needs that contribute to chronic absenteeism among unduplicated pupils. Mental health support helps students develop coping strategies, address trauma, and build resilience - all factors that improve school engagement and attendance. This action is provided on an LEA-wide basis because: • Unduplicated pupils are distributed across all school sites and grade levels and thus capture all students, including unduplicated students. • Mental health challenges don't occur in isolation - schoolwide implementation creates a supportive environment that benefits all students while prioritizing those with the greatest need • Early intervention and prevention through accessible mental health services can address issues before they escalate to chronic absenteeism or behavioral problems	Primary Metric: Chronic absenteeism rate for unduplicated pupils was in the orange range at 21.1%, 1% improvement (current rate: all students 8.3% in 2024–25; long-term target: below 5%) Secondary Metrics: • Suspension rates for unduplicated pupils (maintain suspension rates at or below 0.6%) • California Healthy Kids Survey (CHKS) indicators related to school connectedness, safety, belonging,

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	• The nearly achieved suspension rate goal (0.6% vs 0.5% target) demonstrates that behavioral interventions work when supported by adequate mental health resources This is the most effective use of funds because it will allow for direct outreach to our unduplicated pupils who are disproportionately chronically absent. Through outreach from our mental health staff, we can directly address any need or barrier that prevents underrepresented students from attending school.	and social-emotional wellness for unduplicated pupils • Number and frequency of mental health, counseling, behavioral, and wellness services provided to unduplicated pupils • Student referral rates to mental health and intervention services, including participation and completion of recommended supports and interventions • Academic performance indicators for students receiving mental health and intervention supports, including grades, local assessments,

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
			CAASPP performance, attendance trends, and student engagement data • Student participation in restorative practices, Safe School Ambassadors (SSA), counseling supports, and school engagement opportunities designed to strengthen connectedness and belonging
5.4	**Action:** Provide before and after school programing **Need:** On the 2025 California School Dashboard, chronic absenteeism is currently in the Green for all students. Our most significant areas of need currently are: Long-Term English Learners- In the Red Homeless- In the Orange Socio-Economic- In the Orange	Offering before- and after-school programming at all schools provides critical support for all students while creating expanded opportunities for English Learners, Foster Youth, Low-Income students, Long-Term English Learners, and other student groups who may require additional academic, social-emotional, and enrichment supports. These programs increase students' sense of belonging, strengthen connections to school, and contribute to improved attendance rates across the district. This comprehensive approach removes a significant barrier to attendance by aligning school	Chronic absenteeism rates. Average Daily Attendance (ADA). Attendance rates for English Learners, Foster Youth, Low-Income students, Long-Term English Learners, and other student groups. Student Climate Survey results related to school

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	hours with family work schedules, creating safe and structured environments during previously unsupervised hours, and providing additional academic support and enrichment opportunities for students. While all students benefit from access to expanded learning experiences, targeted outreach and support ensure that students with the greatest needs have equitable access to these opportunities. The programs serve both as a practical solution for families and as an opportunity to address learning gaps, strengthen engagement, and foster positive relationships with peers and staff. The Family Engagement Coordinator will conduct focused outreach to English Learners, Foster Youth, Low-Income students, Long-Term English Learners, and other identified student groups to encourage participation and ensure access to available services. Participation data will be monitored to ensure that these student groups are represented and benefiting from the expanded learning opportunities while maintaining broad access for all students. The district's proactive and supportive approach to attendance management represents a significant improvement in addressing chronic absenteeism. Enhanced parent communication systems, home outreach, attendance support meetings, and family engagement efforts demonstrate a commitment to partnering with families rather than relying on punitive measures. By focusing on communication, relationship-building, and support, the district strengthens school-home connections across all	connectedness, belonging, and engagement. Parent survey results regarding communication, school support, and satisfaction with expanded learning opportunities. Academic performance indicators, including local assessment data and progress toward grade-level standards. Behavioral indicators such as office discipline referrals and suspension rates. California School Dashboard indicators, including Chronic Absenteeism and Academic Indicators when available.

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
		student populations and reinforces the importance of regular attendance. The district recognizes that some student groups experience higher rates of chronic absenteeism and therefore require additional support and intervention. By prioritizing resources and outreach toward students with the greatest attendance challenges, including English Learners, Low-Income students, Foster Youth, and students experiencing housing instability, the district addresses equity concerns while creating conditions that improve attendance outcomes for all students. As attendance improves, resources can be allocated more effectively toward teaching, learning, and student enrichment. When students attend school more consistently, teachers spend less instructional time on remediation and catch-up activities and more time delivering high-quality instruction. Improved attendance strengthens classroom continuity, supports stronger peer relationships, and contributes to a positive school culture characterized by high expectations and student engagement. Expanded learning opportunities help address unfinished learning, provide access to enrichment activities, and create school environments that students are excited to attend. These initiatives create a positive cycle in which improved attendance leads to stronger academic outcomes, increased engagement, and a greater sense of belonging. By addressing both practical barriers to attendance and enhancing students' overall educational experience, the district'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
		comprehensive strategy supports the success of all students while providing additional services and opportunities for student groups that require increased support. This is an effective use of funds because it expands access to academic, enrichment, and social-emotional learning opportunities for all students while providing additional targeted support for English Learners, Foster Youth, Low-Income students, Long-Term English Learners, and other student groups identified for differentiated assistance. Through these programs, students gain access to learning experiences and supports that extend beyond the regular school day, strengthen school connectedness, increase engagement, and contribute to improved attendance and academic outcomes.	
5.7	**Action:** Transportation **Need:** Foster Youth and Low-Income students often face transportation barriers that negatively impact regular school attendance, access to educational opportunities, participation in before- and after-school programs, and engagement in school activities. Local attendance data and student support referrals indicate that transportation challenges can contribute to chronic absenteeism and reduced access to academic and enrichment opportunities for these student groups. **Scope:**	The district provides transportation assistance to Foster Youth and Low-Income students to remove barriers to school attendance and participation in educational programs. Reliable transportation increases access to instructional time, intervention services, expanded learning opportunities, and extracurricular activities that support student achievement and engagement. This action is provided on an LEA-wide basis because eligible students reside throughout the district and transportation needs are not limited to a single school site. Providing transportation district-wide ensures equitable access to educational opportunities and support services for all eligible students regardless of school assignment.	Attendance rates of Foster Youth and Low-Income students. Chronic absenteeism rates for Foster Youth and Low-Income students. Number of students utilizing transportation services. Participation rates in expanded learning opportunities and school-sponsored activities among participating students. Student and family feedback regarding access

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
	LEA-wide		to school and educational programs. Academic performance indicators for participating students, including local assessment data and course completion rates.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.13	**Action:** Tier 1: Program English Learner Development **Need:** In English Language Arts, English learners (ELs) face distinct challenges, with current English learners scoring 61.4 points below the standard. This discrepancy underscores the critical need for targeted support and interventions to address this cohort's unique linguistic and academic needs. **Scope:** Limited to Unduplicated Student Group(s)	Site administrators will monitor ELD instruction implementation by conducting regular classroom visits to ensure consistent ELD instruction and student learning. In addition, we will monitor student progress through state and local assessments and ELPAC data. Specifically, we will utilize Amira's AI-powered reading assessment to track reading fluency development and provide personalized reading instruction for our EL students. mClass (LCAP Measure 2.2) assessments will be implemented to measure foundational literacy skills and identify EL students requiring additional reading support. We will analyze CAASPP (LCAP Measure 2.1) results to evaluate academic achievement in ELA and mathematics, with particular attention to our EL student group performance. Additionally, Newsela's leveled reading platform will help	mClass (2.2) CAASPP (2.1) Newsela leveled reading.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		monitor reading comprehension progress through embedded assessments that adapt to students' language proficiency levels. These comprehensive assessment tools will provide actionable data to inform targeted interventions and track language development progress throughout the academic year. As a result of this action, all students across the LEA, including EL, Foster Youth, and low-income students, will see increases in academic achievement. This is the best use of funds because it gives our teachers the tools to address the needs of their ELD students within the classroom. Further, our EL specialist can provide ELPAC testing to identify students who need to be redesignated sooner, as well as coach our teachers to support their English Learner students.	
2.15	**Action:** Tier 1: English Language Development Professional Learning for staff **Need:** Using 2022-23 CA Dashboard data for English Language proficiency, BSD determined our teaching and support staff need to improve our 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. To address this, only 46.2% of students are making progress toward English Language	The district provided targeted professional learning opportunities specifically designed to strengthen staff capacity to support English learners. Teachers participated in training sessions, such as *How English Works*, to build their knowledge of evidence-based EL instructional strategies and culturally responsive teaching practices. District-wide professional learning days further developed staff skills in differentiated instruction, student engagement, and social-emotional support tailored to language acquisition levels, including a dedicated professional learning day focused on Benchmark curriculum review with an emphasis on strategies for English learners. Instructional materials were also reviewed to ensure	Staff will monitor progress using state and local literacy and math assessment results (LCAP Measure 2.3), including mClass, iReady, and IM360, to prioritize interventions. Technological tools will also support progress monitoring, along with new resources to assess and support English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency — a decline of 10.4%. These programs will also serve to address our 2024-25 Dashboard Data, which reported 40% proficient (Level 4 Well Developed), making this the best use of funds **Scope:** Limited to Unduplicated Student Group(s)	appropriate scaffolding, linguistic support, and cultural relevance for EL students across all grade levels, with particular attention to middle school resources. These investments in staff capacity reflect the district's commitment to closing equity gaps and meeting the needs of a growing EL population.	
2.20	**Action:** English Language Development Curriculum **Need:** Based on the 2025 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:** Limited to Unduplicated Student Group(s)	Structured reviews of the instructional tools available within Benchmark, the district's Board-adopted curriculum, were conducted both at individual school sites and during district-wide professional learning sessions. These reviews ensured that staff were familiar with and effectively utilizing the full range of resources the program provides. Additionally, targeted curriculum materials were provided to support Newcomer students, giving recently arrived English learners the specialized resources needed to begin building language proficiency and accessing grade-level content. Principals worked collaboratively with their staff and the district office to build schedules that incorporate What I Need (WIN) time, allowing students to receive direct instruction in ELD curriculum at the level that meets their individual needs. This coordinated, LEA-wide approach ensures consistent implementation across all sites while remaining responsive to the unique needs of each school community. By investing in targeted, appropriate ELD curriculum and creating dedicated time for its delivery, the district is taking meaningful steps	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) (LCAP Measure 2.2), ELPAC (LCAP Measure 2.4) , and CAASPP ELA (LCAP Measure 2.1) . We will use these local and state measures to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		toward improving the EL Progress Indicator on the California School Dashboard and advancing our LCAP goal of bringing all English learner students to grade-level proficiency.	
2.24	**Action:** Newcomer Support Identification **Need:** BSD 2025 enrollment data and Home Language Survey results show a continued increase in the number of newcomer students enrolling in our schools. Newcomer students often have unique academic, language development, and social-emotional needs that require targeted supports, resources, and family engagement services to ensure their successful transition and achievement. **Scope:** Limited to Unduplicated Student Group(s)	The district administers both Initial and Summative English Language Proficiency Assessments for California (ELPAC) to identify and monitor students' English language proficiency. All students whose Home Language Survey indicates a language other than English are given the Initial ELPAC to determine whether ELD support is needed, ensuring timely identification and prompt access to services for every qualifying student. Additional support staff were added, and a new supplemental component from the Board-adopted curriculum was implemented to further strengthen ELD services. Together, these steps reflect a more coordinated and intentional approach to identifying and meeting each student's language development needs, both in and out of the classroom.	The initial and summative ELPAC (LCAP Measure 2.4) assessment results will help identify their language proficiency level, and the results will be used to inform instructional decisions. Additionally, we will monitor the ELPI (English Language Progress Indicator) on the Dashboard (LCAP Measure 2.5). Currently, the district is at 52% of EL students making progress.

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

Not Applicable

Additional Concentration Grant Funding

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

Burlingame School District does not qualify for concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	39,027,247	$1,753,256	4.492%	1.733%	6.225%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$40,772,754.24	$577,754.97	$0.00	$0.00	$41,350,509.21	$36,926,849.30	$4,423,659.91

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tier I: Personnel: All teaching staff and site administrators	All	No			All Schools		$24,070,688.00	$0.00	$24,070,688.00				$24,070,688.00	
1	1.2	Tier 1: Standards based materials: all subject areas	All	No			All Schools		$0.00	$193,445.50	$193,445.50				$193,445.50	
1	1.3	Tier I: Professional Development (PD) for all staff	All	No			All Schools		$0.00	$170,304.65	$170,304.65				$170,304.65	
1	1.4	Tier 1: Facilities in good repair	All	No			All Schools		$2,743,544.00	$0.00	$2,743,544.00				$2,743,544.00	
1	1.5	Tier 1: Social Emotional Learning (SEL) supports	All	No			All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.6	Thought Exchange Purchase	All	No					$0.00	$0.00	$0.00				$0.00	
1	1.7	Tier 1: General Education and Special Education 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		$37,125.00	$0.00	$37,125.00				$37,125.00	
1	1.9	Professional Learning Communities (PLC)	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.10	Assessment Coordinator	All	No			All Schools		$171,538.00	$0.00	$171,538.00				$171,538.00	
1	1.11	Performance Matters	All	No			All Schools		$0.00	$49,769.18	$49,769.18				$49,769.18	
1	1.12	CTE (Career Technical Education)	All	No			Specific Schools: Burlingame Intermediate School (BIS) 6th, 7th, and 8th		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Graders									
1	1.13	Tier 3: RTII Specialists	All	No			All Schools		$634,748.00	$0.00	$634,748.00				$634,748.00	
2	2.1	Tier 1: Instruction	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Tier I: Professional Learning and Coaching	All	No			All Schools		$0.00	$60,000.00	$60,000.00				$60,000.00	
2	2.3	Tier 1: Collaborative Structures	All	No			All Schools		$0.00	$40,200.00	$40,200.00				$40,200.00	
2	2.4	Local Assessments	All	No			All Schools		$0.00	$63,000.00	$63,000.00				$63,000.00	
2	2.5	Tier 1, 2, and 3A Instructional Aides (Site aide, TK assistant, regular instructional aides, and ECE)	All	No			Specific Schools: All elementary schools Grades TK-5		$2,367,950.00	$0.00	$2,367,950.00				$2,367,950.00	
2	2.6	Tier 3A: Instructional Materials	All	No			All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.8	Tier 2: Supplemental Resources	All	No			All Schools		$0.00	$60,854.80	$60,854.80				$60,854.80	
2	2.12	Devices to Support Student Learning	All	No			All Schools		$0.00	$48,831.84	$48,831.84				$48,831.84	
2	2.13	Tier 1: Program English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-8		$131,804.00	$0.00	$131,804.00				$131,804.00	
2	2.15	Tier 1: English Language Development Professional Learning for staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$14,065.00	$14,065.00				$14,065.00	
2	2.16	Tier 1: Academic Materials	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$7,425.00	$7,425.00				$7,425.00	
2	2.17	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$196,157.00	$196,157.00				$196,157.00	
2	2.18	Program Monitoring	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.20	English Language Development Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.21	Translation Services	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$5,875.35	$5,875.35				$5,875.35	
2	2.22	Expanded Learning Targeted Instruction and Enrichment and LREBG fund use	All	No					$205,395.03	$473,423.55	$161,063.61	$517,754.97			$678,818.58	
2	2.23	Supplemental Curricular Resources	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$4,512.00	$4,512.00				$4,512.00	
2	2.24	Newcomer Support Identification	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$147,336.00	$0.00	$147,336.00				$147,336.00	
3	3.1	Highly Qualified Educational Specialists	Students with Disabilities	No			All Schools		$3,533,352.27	$0.00	$3,533,352.27				$3,533,352.27	
3	3.2	Psychologist Interns	Students with Disabilities	No			All Schools		$76,890.00	$0.00	$76,890.00				$76,890.00	
3	3.3	Program Specialist	Students with Disabilities	No			All Schools		$78,520.00	$0.00	$78,520.00				$78,520.00	
3	3.4	Professional Learning Tier II/Tier III ELA/ELD	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.5	Professional Learning Tier II/Tier III Math	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.6	De-Escalation Professional Development	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.7	Curriculum Tier II/III ELA/ELD	All	No			All Schools		$0.00	$2,801.20	$2,801.20				$2,801.20	
3	3.8	Extended School Year	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.9	Supporting Innovative Practices	Students with Disabilities	No			All Schools		$0.00	$30,000.00		$30,000.00			$30,000.00	
3	3.11	Transportation	Students with Disabilities	No					$0.00	$159,758.00	$159,758.00				$159,758.00	
3	3.12	Highly Qualified Administrator	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.13	Aide support for Tier 3B and Students with Disabilities (SPED Aides- including Full Inclusion Aides and Behavioral Aides)	Students with Disabilities	No					$0.00	$1,975,916.00	$1,975,916.00				$1,975,916.00	
4	4.1	Social Emotional Curriculum and Support	All	No			All Schools		$0.00	$19,838.14	$19,838.14				$19,838.14	
4	4.2	Provide coordinated Health Services	All	No					$337,133.00	$0.00	$337,133.00				$337,133.00	
4	4.3	Provide Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,163,631.00	$0.00	$1,163,631.00				$1,163,631.00	
4	4.4	District-wide use of Positive Behavioral Interventions and Supports	All	No			All Schools		$0.00	$573,985.00	$573,985.00				$573,985.00	
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	$0.00	$0.00				$0.00	
4	4.8	Progress Monitoring	All	No			All Schools		$0.00	$28,466.44	$28,466.44				$28,466.44	
5	5.1	Creating a positive environment that promotes attendance	All	No			All Schools		$0.00	$17,000.00	$17,000.00				$17,000.00	
5	5.2	Family Engagement	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
5	5.4	Provide before and after school programing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,071,637.00	$0.00	$1,071,637.00				$1,071,637.00	
5	5.5	Improvement on truancy systems and processes	All	No			All Schools		$0.00	$28,466.44	$28,466.44				$28,466.44	
5	5.6	Humanizing Engagement Process	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
5	5.7	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$0.00	$80,162.00	$80,162.00				$80,162.00	
5	5.8	Highly Qualified Administrator	All	No			All Schools		$151,558.00	$0.00	$151,558.00				$151,558.00	
5	5.9	Data and Assessment Platform	All	No			All Schools		$0.00	$55,402.82	$55,402.82				$55,402.82	

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	**5.10**	Home Visits	All	No			All Schools		$4,000.00	$0.00	$4,000.00				$4,000.00	

2026-27 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
39,027,247	$1,753,256	4.492%	1.733%	6.225%	$2,822,604.35	0.000%	7.232 %	**Total:**	$2,822,604.35
								LEA-wide Total:	$2,529,399.35
								Limited Total:	$293,205.00
								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	Limited to Unduplicated Student Group(s)	English Learners	All Schools TK-8	$131,804.00	
2	**2.15**	Tier 1: English Language Development Professional Learning for staff	Yes	Limited to Unduplicated Student Group(s)	English Learners		$14,065.00	
2	**2.16**	Tier 1: Academic Materials	Yes	LEA-wide	English Learners	All Schools	$7,425.00	
2	**2.17**	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	Yes	LEA-wide	English Learners Low Income	All Schools	$196,157.00	
2	**2.18**	Program Monitoring	Yes	LEA-wide	English Learners	All Schools	$0.00	
2	**2.20**	English Language Development Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
2	**2.21**	Translation Services	Yes	LEA-wide	English Learners	All Schools	$5,875.35	
2	**2.23**	Supplemental Curricular Resources	Yes	LEA-wide	English Learners	All Schools	$4,512.00	

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	2.24	Newcomer Support Identification	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$147,336.00	
4	4.3	Provide Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,163,631.00	
5	5.4	Provide before and after school programing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,071,637.00	
5	5.7	Transportation	Yes	LEA-wide	Foster Youth Low Income		$80,162.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,827,060.00	$41,318,334.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Tier I: Personnel: All teaching staff and site administrators	No	$21,645,375.00	$24,070,688.00
1	**1.2**	Tier 1: Standards based materials: all subject areas	No	$150,000.00	$193,445.50
1	**1.3**	Tier I: Professional Development (PD) for all staff	No	$150,000.00	$170,304.65
1	**1.4**	Tier 1: Facilities in good repair	No	$2,498,826.00	$2,743,544.00
1	**1.5**	Tier 1: Social Emotional Learning (SEL) supports	No	$15,000.00	$15,000.00
1	**1.6**	Thought Exchange Purchase	No	$0.00	0
1	**1.7**	Tier 1: General Ed and Special Ed connections and inclusive practices	No	$30,000.00	$30,000.00
1	**1.8**	Induction Program	No	$40,000.00	$37,125.00
1	**1.9**	Professional Learning Communities (PLC)	No	$50,000.00	0
1	**1.10**	Assessment Coordinator	No	$155,918.00	$171,538.00
1	**1.11**	Performance Matters	No	$35,000.00	$49,769.18

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	CTE (Career Technical Education)	No	$50,000	0
1	1.13	Tier 3: RTII Specialists	No	$715,877.00	$634,748.00
2	2.1	Tier 1: Instruction	No	$0.00	0
2	2.2	Tier I: Professional Learning and Coaching	No	$60,000.00	0
2	2.3	Tier 1: Collaborative Structures	No	$50,000.00	0
2	2.4	Local Assessments	No	$40,000.00	$63,000.00
2	2.5	Tier 1, 2, and 3A Instructional Aides (Site aide, TK assistant, regular instructional aides, and ECE)	No	$1,373,780.00	$2,367,950.00
2	2.6	Tier 3A: Instructional Materials	No	$5,000.00	$6,000.00
2	2.8	Tier 2: Supplemental Resources	No	$35,000.00	$60,854.80
2	2.12	Devices to Support Student Learning	No	$100,000.00	$48,831.84
2	2.13	Tier 1: Program English Learner Development	Yes	$86,669.00	$131,804.00
2	2.15	Tier 1: English Language Development Professional Learning for staff	Yes	$5,000.00	$239.00
2	2.16	Tier 1: Academic Materials	Yes	$5,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.17	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	Yes	$177,282.00	$196,157.00
2	2.18	Program Monitoring	Yes	$7,200.00	0
2	2.20	English Language Development Curriculum	Yes	$5,000.00	$6,797.00
2	2.21	Translation Services	Yes	$10,000.00	$5,875.35
2	2.22	Expanded Learning Targeted Instruction and Enrichment and LREBG fund use	No	$700,000.00	$678,818.58
2	2.23	Supplemental Curricular Resources	Yes	$5,000.00	0
2	2.24	Newcomer Support Identification	Yes	$96,721.00	$147,336.00
3	3.1	Highly Qualified Educational Specialists	No	$3,316,941.00	$3,533,352.27
3	3.2	Psychologist Interns	No	$76,890.00	$76,890.00
3	3.3	Program Specialist	No	$166,843.00	$78,520.00
3	3.4	Professional Learning Tier II/Tier III ELA/ELD	No	$5,000.00	0
3	3.5	Professional Learning Tier II/Tier III Math	No	$0.00	0
3	3.6	De-Escalation Professional Development	No	$10,000.00	$10,000
3	3.7	Curriculum Tier II/III ELA/ELD	No	$10,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Extended School Year	No	$40,000.00	0
3	3.9	Supporting Innovative Practices	No	$30,000.00	$30,000.00
3	3.11	Transportation	No	$180,000.00	$159,758.00
3	3.12	Highly Qualified Administrator	No	$151,559.00	$170,946.00
3	3.13	Aide support for Tier 3B and Students with Disabilities (SPED Aides- including Full Inclusion Aides and Behavioral Aides)	No	$1,975,916.00	$1,975,916.00
4	4.1	Social Emotional Curriculum and Support	No	$15,000.00	$19,838.14
4	4.2	Provide Coordinated Health Services	No	$296,490.00	$337,133.00
4	4.3	Provide Mental Health Services	No	$1,159,413.00	$1,163,631.00
4	4.4	District-wide use of Positive Behavioral Interventions and Supports	No	$624,165.00	$573,985.00
4	4.6	TUPE/CHKS	No	$3,000.00	$3,000.00
4	4.7	Professional Development	No	$15,000.00	0
4	4.8	Progress Monitoring	No	$0.00	$28,466.44

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	**5.1**	Creating a positive environment that promotes attendance	No	$0.00	0
5	**5.2**	Family Engagement	No	$10,000.00	0
5	**5.4**	Provide before and after school programing	Yes	$1,071,637	1,187,508.00
5	**5.5**	Improvement on truancy systems and processes	No	$0.00	0
5	**5.6**	Humanizing Engagement Process	No	$0.00	0
5	**5.7**	Transportation	No	$160,000.00	80,162.00
5	**5.8**	Highly Qualified Administrator	No	$151,558.00	0
5	**5.9**	Data and Assessment Platform	No	$40,000	$55,402.82
5	**5.10**	Home Visits	No	$20,000	$4,000

2025-26 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)
$1,731,775	$1,469,509.00	$1,469,509.00	$0.00	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)
2	**2.13**	Tier 1: Program English Learner Development	Yes	$86,669.00	86,669		
2	**2.15**	Tier 1: English Language Development Professional Learning for staff	Yes	$5,000.00	5,000		
2	**2.16**	Tier 1: Academic Materials	Yes	$5,000.00	5000		
2	**2.17**	Tier 1: Outreach to EL families, and Socio-economically disadvantaged	Yes	$177,282.00	177282		
2	**2.18**	Program Monitoring	Yes	$7,200.00	7200		
2	**2.20**	English Language Development Curriculum	Yes	$5,000.00	5000		
2	**2.21**	Translation Services	Yes	$10,000.00	10000		
2	**2.23**	Supplemental Curricular Resources	Yes	$5,000.00	5000		
2	**2.24**	Newcomer Support Identification	Yes	$96,721.00	96721		
5	**5.4**	Provide before and after school programing	Yes	$1,071,637.00	1,071,637		

2025-26 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)
38,388,927	$1,731,775	1.05	5.561%	$1,469,509.00	0.000%	3.828%	$665,349.73	1.733%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024