

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Burlingame Elementary School District

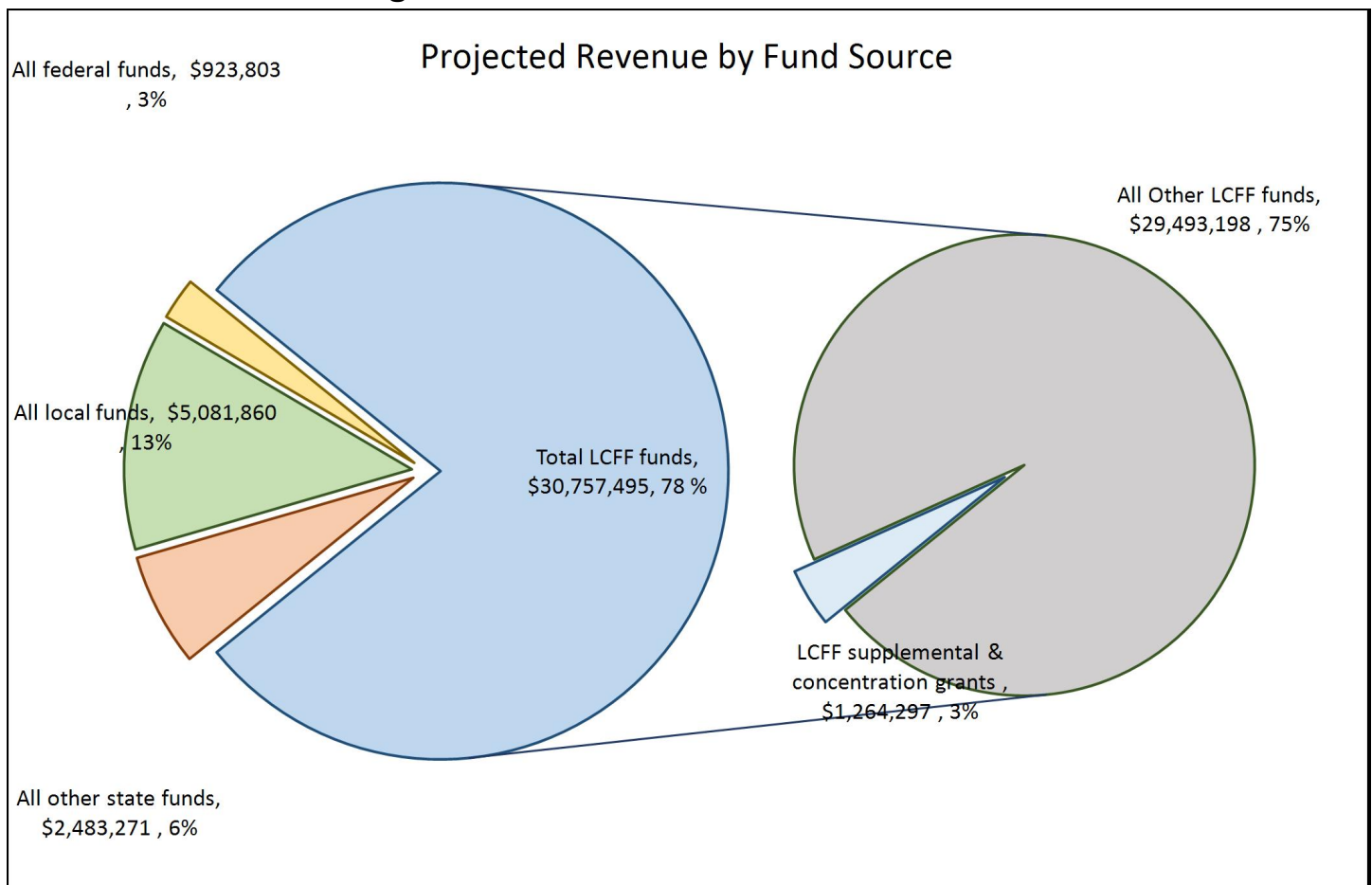
CDS Code: 41-68882-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Maggie MacIsaac, Superintendent

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 2019-20 LCAP Year

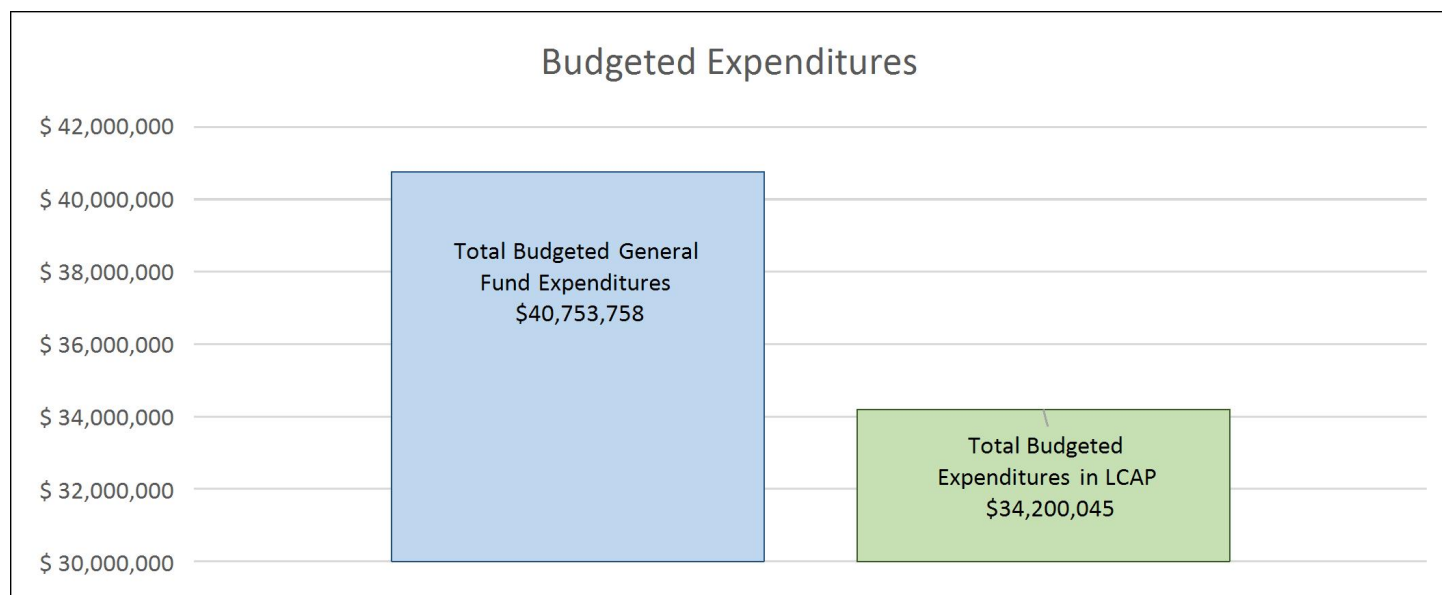


This chart shows the total general purpose revenue Burlingame Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Burlingame Elementary School District is \$39,246,429, of which \$30,757,495 is Local Control Funding Formula (LCFF), \$2,483,271 is other state funds, \$5,081,860 is local funds, and \$923,803 is federal funds. Of the \$30,757,495 in LCFF Funds, \$1,264,297 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 Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Burlingame Elementary School District plans to spend \$40,753,758 for the 2019-20 school year. Of that amount, \$34,200,045 is tied to actions/services in the LCAP and \$6,553,713 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

District Office personnel and supplies/services, noon yard staff, librarian/library aides, school site supplies/services are all not included in the LCAP.

## Increased or Improved Services for High Needs Students in 2019-20

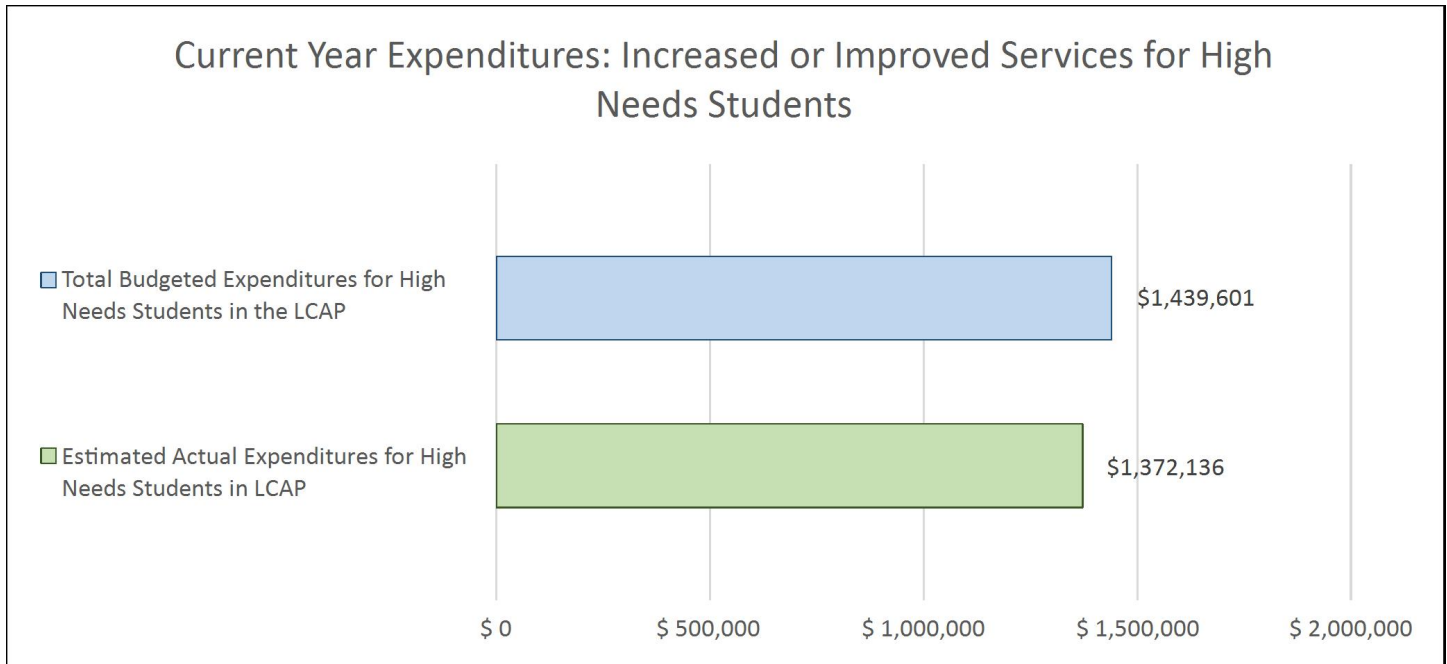
In 2019-20, Burlingame Elementary School District is projecting it will receive \$1,264,297 based on the enrollment of foster youth, English learner, and low-income students. Burlingame Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Burlingame Elementary School District plans to spend \$1,409,022 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

BSD offers an overall program that differentiates instruction for students. The school district believes all students should be provided a common, rigorous curriculum including enrichment opportunities as well as academic, behavioral and socioemotional support. BSD continues a variety of programs and support specifically for English learners, low-income students, foster youth and students with disabilities. These programs are embedded in the regular classroom (Tier I) as well as offered as extra support in a regular classroom (Tier II) and extra support in intervention and instruction in a pull out or push in model (Tier III).

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Burlingame Elementary 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 Elementary 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.

In 2018-19, Burlingame Elementary School District's LCAP budgeted \$1,439,601 for planned actions to increase or improve services for high needs students. Burlingame Elementary School District estimates that it will actually spend \$1,372,136 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-67,465 had the following impact on Burlingame Elementary School District's ability to increase or improve services for high needs students: The difference in budgeted and actual expenditures can be found in the following areas:

Conferences were charged to a different budget

Decrease to contracted services (brought services in-house)

Late summer retirement and absorbed the student supports with current staffing

These changes did not adversely impact students considered in high need.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Burlingame Elementary School  
District

Contact Name and Title

Dr. Maggie MacIsaac  
Superintendent

Email and Phone

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## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Burlingame School District (BSD) is a small district located in the city of Burlingame, serving 3,519 students in grades Preschool through 8th grade at seven schools (six elementary, 1 middle). BSD celebrates a diverse student population as listed below:

The largest groups of students:

White: 1,621 students

Asian: 913 students

Hispanic or Latino: 540 Students

Students of 2 or more races: 296 students

English Learners: 625 students and over 43 languages spoken

Students who are economically disadvantaged, English learners and/or Foster youth make up 23% of BSD, while students with special education supports represent about 8.9%. The per pupil expenditure supported through federal, state, and local funding, with additional support from our district foundation Burlingame Community for Education (BCE) allows us to provide a full array of programs and supports for students.

The district continues to provide many new programs and support services that have been developed and implemented with a focus on providing equitable access to learning that is engaging for all students:

- Professional learning and coaching for teachers, administrators, and classified staff
- Response to Intervention and Instruction
- Summer extended the school year and summer enrichment for low-income students
- Spanish Dual Immersion program K-8
- Newcomer English Language Instruction
- Title I family education events and before/after school academic centers
- Integrated Visual and Performing Arts (VAPA) Program
- Science, Technology, Engineering, Arts, and Mathematics (STEAM) course offerings
- Integrated and Common Core-aligned web-based programs
- Elementary and Middle School counseling, Mental health support, and Wellness Coordinator
- Social Emotional Learning (SEL) programs
- Bilingual support and translation resources
- Multi-tiered Systems of Support
- Positive Behavior Intervention and Supports
- Supporting Inclusive Practices
- Inclusive Preschool
- Latino Family Network

Over the years, Burlingame School District has focused on building student engagement in school resulting in dramatically fewer overall student suspensions. The implementation of a district-wide Social Emotional Learning (SEL) program "2nd Step" and restorative practices have added in the success of building strong student connectedness and a healthy school climate.

The goals in this plan have been established with a grounded focus on student equity, achievement, engagement, opportunities, and differentiated learning through the Common Core. The district has employed a vast array of quantitative and qualitative metrics to support the planned actions and services for the future of Burlingame School District. In closing, the district celebrates the vision of "Challenging the leaders, thinkers, and creators of tomorrow" while fostering our mission to "Engage our community to build resilient, curious, compassionate, problem-solvers who are prepared for their future."

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The following goals have been identified to focus on within three years 2018-2021:

Goal 1 - Availability of Materials: Students will have copies of all adopted materials with current standards. (1 set of Actions/Services (pp. 61-64)

Goal 2 - School Sites in Good Repair: The district will maintain school site facilities that are both clean and in good repair. (1 set of Actions/Services (pp. 65-70)

Goal 3 - Fully Credentialed Teachers: The district will hire and maintain staff that is fully credentialed and ensure staff has access to current best practices. (1 set of Actions/Services (pp. 71-74)

Goal 4 - All student will have access to high quality rigorous instruction that is based on the Common Core Standards and measured by state and district common assessments (7 sets of Actions/Services (pp. 75-100)

Goal 5 - All students will have access to high quality programs that support and enrich the Common Core (2 sets of Actions/Services (pp. 101- 108)

Goal 6 - Students must attend school in order to receive high quality instruction. Students should attend 90% of the school year - no more than 10% (or 18 days) absent for the academic school year (4 sets of Actions/Services (pp. 109-117)

Goal 7 - Students will learn positive social-emotional skills and maintain collaborative learning relationships resulting in a reduction of office referrals as measured through student referrals (numbers and nature of referral) and student/staff surveys that identify skills that work to form positive & collaborative relationships (4 sets of Actions/Services (pp. 118-127)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

The Burlingame School District is in the first year of a formal Multi-Tiered Systems of Support adoption for all students, covering the areas of Academics, Social-Emotional (Mental Health) and Behavior. BSD worked closely with certificated, classified, administrators, parents and community to review current practices and ensure structures to support all learners. Currently, there is a BSD wide MTSS team that meets monthly, an Administrative MTSS Leadership team that meets quarterly & site based MTSS teams that meet monthly. Burlingame School District defines MTSS as "In Burlingame, Multi-Tiered Systems of Support (MTSS) is a framework that focuses on the academic, behavioral, and social success of all students."

District Performance:

Overall Performance Level on the State Dashboard in Fall 2018: English Language Arts (Blue) maintained 1.6 points and is 65.1 points above standard. Math (Blue) increased 6.1 points and is 60.2 points above the standard

SED low-income (ELA): State Dashboard Status: Yellow for Math, increased 13.1 points. Orange for ELA increased 7.7 points

Implemented Action Plans:

As of May 2018, the district along with parents, teachers, and student stakeholders worked together to create the following district-wide action plans for implementation in the 2018-2019 School Year:

Academic

(1) Dyslexia Action Plan: The action plan will help all struggling readers within the spectrum of Dyslexia, not only academically but along with social-emotional components and assistive technology

\* Over 200 students are accessing the curriculum adopted for struggling readers in the late spring of 2018



- \* Over 170 students are using Learning Ally- an online text to speech device to access the curriculum

- \* At least 2 teachers from each Elementary and 5 from the Intermediate School attended 5 professional learning days on how to support struggling readers and have received on-going coaching support throughout the 2018-2019 school year (19 teachers trained in total)

#### Social-Emotional

(2) Mental Health Action Plan: The district's mental health action plan will help all students with becoming resilient, mindful learners.

- \* Increased School Counselors by 2.0 in late spring of 2018

- \* 128 students and families receiving individual counseling

- \* 92 students and families receiving support through group counseling

- \* 62 families receiving support via parent/guardian consultations

- \* Adopted a district-wide Digital Citizenship plan with scope and sequence of lessons TK-8

- \* held all staff viewing of Screenagers a documentary about children and screentime

- \* Held 2-night viewings of screenagers both with the closed caption in Spanish with counselors, administrators and school psychologists on a panel after to answer questions

Our Mental Health Support Team has attended and implemented the following training:

- \* Kimochis

- \* Social Thinking

- \* PBIS Training at the County

- \* Handle With Care

- \* Health Masters

- \* Transitioning Back to School: Gender, Mental Health, and Education Summit

- \* Suicide Prevention Training, San Mateo County in San Mateo

- \* How Educators Can Create Trauma-Informed Systems in their Schools

- \* San Mateo Trauma Learning Planning Series

- \* Understanding the school counselor's role in MTSS

The students were given the California Healthy Kids Survey in the Spring of 2019. The data showed an increase of 8% more students participating. School Connectedness at Burlingame Intermediate School increased from 64% to 68%. In the Spring of 2018, the Burlingame School District increased 2.0 full-time school counselors.

#### Behavioral

Burlingame School District brought together a mixed group of stakeholders consisting of parents, teachers, students to work together to create a district-wide Behavior Action Plan. The Behavior Action Plan will help all the students, staff and community understand expected and unexpected behaviors in ourselves.

(3) Professional Learning Plan: The professional learning program developed for this year encompasses balanced literacy, NGSS, innovation impact, and deepening learning collaborative. This professional learning plan includes classified, certificated, and administrative employees. We also worked with the special education district advisory committee to incorporate a parent engagement component. Burlingame Intermediate School was named a Gurian Model School. The administrative team participated and began implementation of Restorative Practices.

Additionally, the following Board Policies and Administrative Regulations have been updated to support all of our students accessing academic, behavioral and social-emotional learning.

BP/AR 6174 Education for English Language Learners  
BP 0410 Nondiscrimination in District Programs and Activities  
BP/AR 1250 Community Relations  
BP/AR 5111 Admission  
BP 5125 Student Records  
AR 5141 Health Care and Emergencies  
BP/AR 5145.13 Response to Immigration Enforcement  
BP/AR 1240 Volunteer Assistance  
BP/AR 1312.3 Uniform Complaint Procedures  
BP/AR 5111.1 District Residency  
AR 5125 Student Records  
AR/E 5125.1 Release of Directory Information  
BP 5131.2 Bullying  
BP/AR 5145.3 Nondiscrimination/Harassment  
E 5145.6 Parental Notification  
BP 5145.9 Hate-Motivated Behavior  
BP 5030 Wellness Policy  
BP 5031 Mental Health  
BP 1114 District Sponsored Social Media  
BP 1020 Youth Services - DELETED POLICY  
AR 1270 Community Relations (Fundraising Policy)  
BP/AR 6174 Education for English Language Learners  
BP 0415 Equity  
BP/AR 1330 Use of School Facilities  
BP 3515.21 Unmanned Aircraft Systems (Drones)  
BP 4141,4240,4340 Bargaining Units  
BP 5117 Interdistrict Transfers  
BP/AR 5113 Absences and Excuses  
BP/AR 5113.1 Chronic Absence and Truancy  
BP/AR 5144.1 Suspension and Expulsion/Due Process  
AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)  
BP/AR 5116.1 Intradistrict Enrollment  
AR 6159.4 Behavioral Interventions for Special Education Students  
AR 5031 Mental Health  
BP 3290 Gifts, Grants & Bequests  
AR 6144 Controversial Issues - DELETED POLICY  
BP/AR 0450 Comprehensive Safety Plan  
BP 6144 Controversial Issues  
BP/AR 6158 Independent Study  
BP 6163.1 Library Media Centers  
BP/AR 0460 LCAP  
AR/E 1312.4 Williams Uniform Complaint Procedures  
BP/AR 4200 Classified Personnel  
BP/AR 5117 Interdistrict Attendance  
BP/AR 5141.52 Suicide Prevention  
BB 9110 Terms of Office  
BB 9322 Agenda/Meeting Materials  
BB 9324 Minutes and Recordings



Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

The district is fully focused on the data from the Fall 2018 State Dashboard and identified the following greatest needs:

### **English Learner**

State Dashboard Status: Green for ELA (declined 6 points) Green for Math (maintained 1.5 points) Overall, BSD's academic growth in ELA and math as measured by the California Assessment for Student Performance and Progress (CAASPP), is listed on the state dashboard with the highest status (blue for math and blue for ELA). However, in the review of students that are English Learners, there was a decline in ELA and maintained in Math.

As of 2018-19, there are 474 students designated as English Learners. In 2018- 2019, the district formally reclassified 100 students of EL students as Reclassified Fluent English Proficient and 67 students that are Initially Fluent English Proficient. This year Burlingame School District also supported EL students that have Individualized Education Plans with, the district updated board policy and administrative regulation to allow for alternative testing. In the 2017-2018 school year, the Burlingame School District had 21 Long Term English Learners in our schools.

### **Students with Disabilities (SWD)**

BSD has been placed in Performance Indicator Review for the following areas: ELA, Math, Suspensions for students with disabilities.

Math-Orange declined 6.6 points

ELA-Orange declined 10.2 points

Suspensions-Red increased by 4%

### **Socioeconomically Disadvantaged (SED)**

Suspensions-Red increased by 2.2%

Chronic Absenteeism BSD Overall-Orange (increased 1.9%)

Students with Disabilities Red (increased 7.5%)

Socioeconomically Disadvantaged (SED) Red (increased 3.9%)

The Burlingame School District has updated all Board Policies regarding attendance in schools. BSD has sent communication via newsletters regarding the definition of Chronic Absenteeism and how to support students in school. We upgraded our Student Information System to "ping" Principals and Secretaries when students are approaching too many days absent. Once the site is "pinged" a letter will be generated and sent home. Truancy 1, 2 & 3 letters have been updated along with SART forms for all schools. Every Data Talk with a site incorporates attendance as do the student of concern (SST) meetings.

With the release of the Fall 2018 California Dashboard Burlingame School District is eligible for differentiated assistance based on the level of chronic absenteeism and rates of suspensions with students with disabilities and for students identified as socioeconomically disadvantaged. The district has identified the root cause for this to be the need for systems. Actions and services to address these concerns can be found in Goals, Actions, and Services.

The District receives supplemental funding from the State to support English Language Learners, Socioeconomically Disadvantaged students and Foster Youth. The LCAP budget reflects spending above the amount received in supplemental funds in order to better track the expenditures to support these student groups.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

2018 Fall Dashboard:

All students - Blue on ELA and Blue on Math, Yellow on Suspension

Gap areas:

Students that identify as Socioeconomically disadvantaged/low income: Yellow on ELA and Green on Math, Red on Suspensions

Students with Disabilities: Orange on ELA and Math, Red on Suspensions

Students that identify as Hispanic/Latino: Yellow on ELA and Green on Math, Orange on Suspensions

SED low-income

- Employ Illuminate Online Reporting System and Principal on Special Assignment to monitor and identify students at, above, or below benchmark on formative and summative assessments (LCAP Goal 4, pp. )
- Continued development and implementation of student/parent outreach regarding available resources for before/after school tutoring, parent education, summer enrichment, etc.(LCAP Goal 4, pp. )
- Utilize/implement professional learning community time with site staff and Rtl teachers, to analyze student data and plan tier 1, tier 2, and enrichment interventions. (LCAP Goal 4, pp. )
- Identify students in designated unduplicated subcategories that are below benchmark and give priority admission to intervention services (LCAP Goal 4, pp. )
- Point person (ELL specialists, aides) to establish personal connections and follow-up on individual student achievement (LCAP Goal 4, pp. )
- Outreach to families communicating tutoring and homework assistance (LCAP Goal 4, pp. )
- Provide priority enrollment in after-school intervention programs (Tutoring and Summer Enrichment Program) (LCAP Goal 4, pp. )

- Continued implementation of a research-based, targeted reading intervention such as "Read 180" (LCAP Goal 4, pp. )
- Review and update as necessary 2017's Summer intervention/ enrichment programs (K-4) low SED student invites (LCAP Goal 4, pp. )
- Summer Pre-K Readiness Program - 2 weeks, half day for EL, SED, and Foster Youth (LCAP Goal 4, pp. )
- REACH Program for SED students in grades 6-8 (LCAP Goal 4, pp. )
- RTI process and intervention programs during school (LCAP Goal 4, pp. )
- Social-Emotional Support from Wellness Coordinator and Continued implementation of Second Step curriculum K-8 (in English & Spanish) (LCAP Goal 6, pp.116 )
- Students requiring support will be provided short term intensive intervention by a mental health clinician (LCAP Goal 7, pp.124 )
- Restorative Practices and re-entry plans for student success (LCAP Goal 7, pp. 121)
- District Mental Health Plan (LCAP Goal 7, pp. 121)

#### Students with Disabilities:

- Assign specific designated supports and accommodations during the Individualized Education Process (IEP) to support access to learning and on the state testing (LCAP Goal 4, pp. 31)
- Provide targeted individualized instruction through Resource Special Education (RSP) in grades Preschool-5 and Specialized Academic Instruction (SAI) courses in grades 6-8 (LCAP Goal 4, pp. 94 )
- Provide extended school year services to prevent summer regression (LCAP Goal 4, pp. 86 )
- Alternative Assessments and designated supports and/or accommodations for testing (LCAP Goal 4, pp. 28)
- Social-Emotional Support from Wellness Coordinator and Continued implementation of Second Step curriculum K-8 (in English & Spanish) (LCAP Goal 6, pp.116 )
- Students requiring support will be provided short term intensive intervention by a mental health clinician (LCAP Goal 7, pp.124 )
- Restorative Practices and re-entry plans for student success (LCAP Goal 7, pp. 121)
- District Mental Health Plan (LCAP Goal 7, pp. 121)

#### Students that identify with Hispanic/Latino Demographic:

- In addition to the items mentioned above, REACH and support Programs for English Learners 6-8 and RTI process and intervention programs during and after school (i.e. homework club, tutorials) for students in grades TK-5 (LCAP Goal 4, pp. 90)
- The implementation of Math Lab classes and Language Arts Support and Intervention (using Read 180, ALEX (Math), FLEX (ELA), Just Words (4- 8), Foundations (K-3), and Newsela)(LCAP Goal 4, pp. 90)
- For the last three years, BSD has utilized interns from Spain in the Amity International Educational Internship program, in classrooms to support EL learners (LCAP Goal 4, pp. 90)
- Latino Family Network met monthly to offer support and parent engagement for academics, social-emotional and behavioral strategies to our families all meetings were delivered in Spanish
- Social-Emotional Support from Wellness Coordinator and Continued implementation of Second Step curriculum K-8 (in English & Spanish) (LCAP Goal 6, pp.116 )
- Students requiring support will be provided short term intensive intervention by a mental health clinician (LCAP Goal 7, pp.124 )
- Restorative Practices and re-entry plans for student success (LCAP Goal 7, pp. 121)

- District Mental Health Plan (LCAP Goal 7, pp. 121)

## 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

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

NA

### Support for Identified Schools

Describe how the LEA supported 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.

NA

### Monitoring and Evaluating Effectiveness

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

NA

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

GOAL CL1:  
Students will have copies of all adopted materials aligned with current standards.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><p><b>Metric/Indicator</b></p><ul style="list-style-type: none"><li>• Site Based Inventory of adopted Materials (SBIM)</li></ul><p><b>18-19</b> - Site Based Instructional Materials (SBIM) Report - Continue to have 100% of students have standards aligned materials and resources</p></div>	<div><p>100% of students had access to Board Adopted materials during the 2018-2019 school year.</p></div>

## Expected

### Baseline

- 100% of students have access to standards aligned materials based on Site Based Inventory of adopted Materials (SBIM) administered yearly by the school site

### (Adopted Curriculums/Programs:)

- Math: Swun (K-8)
- ELA: McGraw Hill Treasures (K-5); (Pearson Literature, 6-8)
- Science: California Science (Pearson/Scott Foresman, K-5); (Prentice Hall California Science Explorer 6-8)
- Social Studies

### Metric/Indicator

- Williams Complaints

### 18-19

- Maintain 0 complaints

### Baseline

- As of 2016-17: No Williams Complaints that needed to be addressed

## Actual

During the 2018-2019 school year the Burlingame School District has received 0 Williams Complaints.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Base Program (a.) Materials will be inventoried by school sites	Base Program (a.) All materials were inventoried in Spring of 2018 to ensure ordering time for the 2018-2019 school year. In addition in the Spring of 2019 District Librarian inventoried all school sites materials for the 2019-2020 school year.	(b) Swun Math Materials 4000-4999: Books And Supplies Base \$170,000	(b) Swun Math Materials 4000-4999: Books And Supplies Base \$186,000
(b.) Replenish consumables based on need ( i.e.Swun math journals )		(a) Materials Inventory (No direct cost) \$0.00	(a) Materials Inventory (No direct cost) \$0.00
(c.) Adopt NGSS aligned science materials and resources (6-8)		(c) Science Materials 4000-4999: Books And Supplies Base \$10,000	(c) Science Materials 4000-4999: Books And Supplies Base \$8,122



Research and utilize NGSS aligned science materials and resources (K-5)

(d.) Adopt and implement Tier II and III intervention literacy curriculum that supports students not meeting grade level benchmarks and learning differences

(b.) All consumable materials were inventoried and orders completed in the Spring of 2018 to ensure ordering time for the 2018-2019 school year. In addition in the Spring of 2019 District Librarian inventoried all school sites materials for the 2019-2020 school year.

(c.) Burlingame School District held weekly NGSS Academies to support certificated staff in learning the NGSS Framework to begin the review of texts for adoption for K-5.

(d.) Burlingame School District adopted Wilson Reading Supports for students needing Tier II and Tier III supports. The intervention materials and instructional coaching supported at all seven sites.

(d) Research and identify Tier II and III intervention literacy curriculum Wilson materials for Dyslexia Action Plan 4000-4999: Books And Supplies Base \$15,000

(d) Research and identify Tier II and III intervention literacy curriculum Wilson materials for Dyslexia Action Plan 4000-4999: Books And Supplies Base \$15,482

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Librarian along with the Library Aides completed an inventory of all sites for Board Adopted materials. All textbooks and consumable materials were replaced to ensure students had access to needed supports. Students in TK-5 are using bridge materials for the 2018-19 school year with a plan for adoption in the 2019-2020 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Due to completing an inventory in the spring of 2018, we were able to ensure all students had the needed materials for learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals adjusted for current information shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger.

(b) Increase due to the following: Needed to order additional consumable instructional materials for students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the in-depth review of the NGSS Framework, to build capacity in our teachers, the TK-5 NGSS adoption of materials will take place during the 2019-2020 school year.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

GOAL CL2: Maintain all school sites in good repair and working condition

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

(1) Facilities Inspection Tool (FIT) - Repairs and Cleanliness

**18-19**

Williams Complaints Law

- Maintain all School Ratings at 80% or higher
- Continued custodial training
- Implementation of 5-year Deferred Maintenance Plan
- Facility Inspection Tool Section "Overall Cleanliness" rating of "No Deficiency - Good Repair"
- Analyze compliance with site specific custodial checklist

### Baseline

(1) As of 2016-17:

6 out 7 schools in "Good Repair"

1 School in "Fair Repair"

Average District rating 96%(in Good Repair & Cleanliness)

Actual

Williams Complaints Law

- All school are at 90% or higher on School Ratings (FIT) (No deficinecy-Good Repair)

BIS 90.51%

FES 98.47%

HES 100%

LES 97.86%

MES 98.88%

RES 90.21%

WES 93.61%

- Continued custodial training
- Implementated of 5-year Deferred Maintenance Plan

Expected	Actual
	<ul style="list-style-type: none"> <li>Analyzed compliance with the site-specific custodial checklist</li> </ul>
<b>Metric/Indicator</b> (2) CASBO Staffing level  <b>18-19</b> - Maintain CASBO Staffing Level at 85% or higher  <b>Baseline</b> (2) As of 2016-17: CASBO Staffing Level at 89%	CASBO Staffing level is at 94.17%
<b>Metric/Indicator</b> (3) Williams Complaint Report  <b>18-19</b> - Maintain zero Williams Complaints  <b>Baseline</b> (3) No Williams Complaint Reports in 2016-17	- Maintained zero Williams Complaints
<b>Metric/Indicator</b> (4) All sites have 2 students to 1 device ration (2:1)  <b>18-19</b> Achieve 2:1  <b>Baseline</b> (4) Device ratio surveyed by District Technology Team 2017-18	Achieved 2:1
<b>Metric/Indicator</b> (5) 100% Staff has working technology devices that support conditions of learning in the classroom.  <b>18-19</b> Maintained 100%  <b>Baseline</b> (5) Staff devices surveyed by District Technology Team 2017-18	Maintained 100%

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

<p>(a.) Implement 5-Year Deferred Maintenance Plan</p> <p>(b.) Evaluate and update cleaning schedules for each site with specific duties for each custodian. Conduct periodic site visits and adjust schedules to ensure necessary services are being provided</p> <p>(c.) Continue implementation of Bond Measure M</p> <p>(d.) Maintain facilities in good repair and provide clean classrooms and grounds</p> <p>(e.) Provide equipment, supplies and training necessary to perform scheduled duties</p> <p>(f.) Use FIT report to measure cleanliness and status of the facilities</p> <p>(g.) Provide appropriate technology and services that support instruction and learning in the 21st century.</p> <p>(h.) Big 5 practice emergency drills for disaster preparedness</p>	<p>(a.) Implemented 5-Year Deferred Maintenance Plan</p> <p>(b.) Evaluated and updated cleaning schedules for each site with specific duties for each custodian. Spot checks were completed to ensure services were being provided.</p> <p>(c.) Continued implementation of Bond Measure M</p> <p>(d.) Maintained facilities in good repair and provided clean classrooms and grounds</p> <p>(e.) Provided equipment, supplies and training necessary to perform scheduled duties</p> <p>(f.) The FIT report was used to measure cleanliness and status of facilities. All sites were given at least a 90%.</p> <p>(g.) Provided appropriate technology and services that support instruction and learning in the 21st century.</p> <p>(h.) Big 5 practice emergency drills for disaster preparedness were practiced at all seven sites</p>	<p>(a) Deferred Maintenance Funds (Fund 14) 6000-6999: Capital Outlay Other \$300,000</p>	<p>(a) Deferred Maintenance Funds (Fund 14) 6000-6999: Capital Outlay Other \$300,000</p>
		<p>(b) Evaluate and Update Cleaning Schedules (no direct cost) \$0.00</p>	<p>(b) Evaluate and Update Cleaning Schedules (no direct cost) \$0.00</p>
		<p>(c) Implement Bond Measures M (Fund 21) 6000-6999: Capital Outlay Bond Fund (Fund 21) \$18,800,000</p>	<p>(c) Implement Bond Measures M (Fund 21) 6000-6999: Capital Outlay Bond Fund (Fund 21) \$10,000,000</p>
		<p>(d) Maintain Facilities in Good Repair (Maint. 5 FTE; Custodial 14 FTE) 2000-2999;3000-3999 Class Sal. &amp; Ben. Base \$1,753,652</p>	<p>(d) Maintain Facilities in Good Repair (Maint. 5 FTE; Custodial 14 FTE) 2000-2999;3000-3999 Class Sal. &amp; Ben. Base \$1,720,949</p>
		<p>(e) Equipment and Supplies 4000-4999: Books And Supplies Base \$125,000</p>	<p>(e) Equipment and Supplies 4000-4999: Books And Supplies Base \$126,296</p>
		<p>(e) Services, Repairs and Training 5800: Professional/Consulting Services And Operating Expenditures Base \$150,000</p>	<p>(e) Services, Repairs and Training 5800: Professional/Consulting Services And Operating Expenditures Base \$175,000</p>
		<p>(g.) Technology Staff (4 FTE) 2000-2999;3000-3999 Class Sal. &amp; Ben. Base \$578,351</p>	<p>(g.) Technology Staff (4 FTE) 2000-2999;3000-3999 Class Sal. &amp; Ben. Base \$582,470</p>
		<p>(g) Technology Supplies 2000-2999;3000-3999 Class Sal. &amp; Ben. Base \$252,000</p>	<p>(g) Technology Supplies 2000-2999;3000-3999 Class Sal. &amp; Ben. Base \$153,000</p>
		<p>(g.) Technology Services 5800: Professional/Consulting Services And Operating Expenditures Base \$153,000</p>	<p>(g.) Technology Services 5800: Professional/Consulting Services And Operating Expenditures Base \$180,000</p>
		<p>(f) FIT Report (No specific cost) \$0.00</p>	<p>(f) FIT Report (No specific cost) \$0.00</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district followed the 5-Year Deferred Maintenance plan to support the following current projects: New classroom buildings at Roosevelt and Washington are scheduled to be completed Summer 2019. MPR renovations are contracted and work has started. BIS classroom updates are in the design and being reviewed by DSA. Custodial, gardening and maintenance staff keep our campuses in order allowing us to maintain a FIT report that is 90% or better at all school sites. The District uses a company that delivers product quickly and can supply new vacuums, etc. when needed. The Deferred Maintenance Plan for 2018/19 included new window units for Washington. The project has been bid and is on schedule to be completed Summer 2019. Evaluated cleaning schedules to make sure school sites had appropriate coverage and provided training where needed. Used the FIT report to determine facility areas in need of repair.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The implementation of a Facilities Inspection Tool (FIT) has provided the district with a way to measure and set priorities for site repairs and maintenance. This will be used every year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals adjusted for current information shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger. (c): Decrease due to project bids did not come in as expected delaying certain projects into the 2019/20 year; (e) Increase due to unexpected repairs; (g) Decrease due to: technology purchases/replacements are being spread over several years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No Changes



# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

GOAL CL3:  
Teachers and administrators are fully credentialed in the subject area that they are assigned.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> (1) Internal Credential Audit</p> <p><b>18-19</b> Maintain baseline percentage of our teachers and administrators will be credentialed pertaining to the subject area that is taught.</p> <p><b>Baseline</b> (1) 2016-17: 98% of our teachers were credentialed pertaining to the subject area that is taught.</p>	<p>(1) 2018-19: 97% of our teachers were credentialed pertaining to the subject area that is taught.</p>
<p><b>Metric/Indicator</b> (2) Collecting Attendance at district professional development</p> <p><b>18-19</b> Maintain baseline percentage of attendance at district professional development trainings</p> <p><b>Baseline</b> (2) 2016-17: 100% attendance at district professional development trainings</p>	<p>(2) 2018-19: 100% attendance at district professional development trainings</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Base Program: (a.) Continue to ensure all teachers and administrators are qualified and credentialed, and supported in teaching new grade level/subject area standards by placing staff qualified/credentialed in the appropriate subject area and performing an annual credential audit	Base Program: (a.) Continued to ensure all teachers and administrators are qualified and credentialed, and supported in teaching new grade level/subject area standards by placing staff qualified/credentialed in the appropriate subject area and performing an annual credential audit	(a,b,c) HR Specialist - 1 FTE 2000-2999;3000-3999 Class Sal. & Ben. Base \$184,535	(a,b,c) HR Specialist - 1 FTE 2000-2999;3000-3999 Class Sal. & Ben. Base \$186,482
(b.) Attend Recruitment Fairs	(b.) Attended Recruitment Fairs	(d) District New Teacher Support Providers (23 tchrs) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$103,084	(d) District New Teacher Support Providers (23 tchrs) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$80,224
(c.) Collaborate with local Universities for Student Teachers and interns	(c.) Collaborated with local Universities for Student Teachers and interns	(d) County BTSA Support (23 tchrs) 5800: Professional/Consulting Services And Operating Expenditures Base \$57,500	(d) County BTSA Support (23 tchrs) 5800: Professional/Consulting Services And Operating Expenditures Base \$50,000
(d.) New teachers are enrolled in BTSA and provided support by the district and County Office of Ed to all first and second year teachers.	(d.) New teachers were enrolled in BTSA and provided support by the district and County Office of Ed to all first and second-year teachers.	(e) Professional Development 5000-5999: Services And Other Operating Expenditures Base \$10,000	(e) Professional Development 5000-5999: Services And Other Operating Expenditures Base \$10,000
(e.) District teachers and administrators will receive professional development in district initiatives such as Swun Math, VAPA, ELD strategies, NGSS, Illuminate (student data system) training	(e.) District teachers and administrators received professional development in district initiatives such as Swun Math, VAPA, ELD strategies, NGSS, Illuminate (student data system) training	(a) Highly Qualified Teachers (Core, Specialists, Principals, Other) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$18,236,601	(a) Highly Qualified Teachers (Core, Specialists, Principals, Other) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$18,613,396
(f.) Provide week long academy to support new teachers with assimilating into the district.	(f.) Provided week-long academy to support new teachers with assimilating into the district.	(b) Recruitment Fairs 5000-5999: Services And Other Operating Expenditures Base \$4,000	(b) Recruitment Fairs 5000-5999: Services And Other Operating Expenditures Base \$3,700
		(f) New Teacher Academy (15 Teacher Stipends) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$6,757	(f) New Teacher Academy (15 Teacher Stipends) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$6,757

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

BSD completes an internal assignment monitoring and SMCOE also does assignment monitoring showing our 97%. BSD attended the following recruitment Fairs during the 2018-2019 school year: SMCOE, NDNU, SFSU, SJSU, Sacramento State University. BSD also collaborated with NDNU, SFSU and Saint Mary's College for student teachers and interns for placement in BSD the 2019-2020 school year. During the 2018-2019 school year, BSD had 23 teachers enrolled in the SMCOE BTSA Program. BSD Administrators, Certificated and Classified staff received professional learning in the areas of math, VAPA, English Language Arts, ELD strategies and Illuminate (where appropriate). BSD had 21 teachers attend a week-long professional learning boot camp.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

By attending job fairs for openings and offering ongoing professional learning opportunities for staff we are able to hire and retain highly qualified staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals adjusted for current information shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger.

- (a) Increase due to salary adjustment of 3% negotiated in Fall of 2018.
- (d) Decrease due to fewer new teachers than originally anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

GOAL PO1: All students will have access to high quality rigorous instruction that is based on the Common Core Standards and measured by state and district common assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:      Priority 2: State Standards (Conditions of Learning)  
                                 Priority 4: Pupil Achievement (Pupil Outcomes)  
                                 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> (1) ELA/Math CAASPP Assessment Data and State Dashboard performance indicators	CAASPP MATH: Blue: Asian Two or More Races White Green: English Learners Filipino Hispanic Socioeconomically Disadvantaged Yellow: None Orange: Students with Disabilities Red: None No Performance Color: African American American Indian Foster Youth Homeless Pacific Islander  CAASPP ELA: Blue: All Students

## Expected

### 18-19

- State CCSS CAASPP Assessments 80% of students perform at benchmark proficiency and students below benchmark will make 10% annual growth for Math and ELA.

State Dashboard Performance Indicator Measurements:

Maintain:

Blue Indicator for Math (all students)

Growth :

- Increase the ELA green indicator to Blue (all students) (increase 6 points)
- Increase Students groups Low-income and Students with disabilities from orange to yellow in 2019-20 in ELA (increase 5 points)
- Increase Students with disabilities from yellow to green in 2019-20 in Math (increase 5 points)
- Increase Students that are low-income from orange to yellow in 2019-20 in Math (increase 5 points)

### Baseline

ELA/Math CAASPP Assessment Data :

Dashboard 2016-17: Blue Performance (Very High) in ELA and Math with average growth of 11% for ELA/Math

CAASPP 2015-16 At/Above Prof.

Math:

(All students) 76%, (EL) 50%, (SED) 45%, (Students with Disabilities) 34%

ELA:

(All students) 81%, (EL) 44%, (SED) 45%, (Students with Disabilities) 40%

CAASPP 2014-15 At/Above Prof.

Math:

(All students) 72%, (EL) 42%, (SED) 39%

ELA:

(All students) 75%, (EL) 39%, (SED) 41%

## Actual

Green: English Learners

Filipino

Two or More Races

Yellow: Hispanic

Socioeconomically Disadvantaged

Orange: Students with Disabilities

Red: None

No Performance Color:

African American

American Indian

Foster Youth

Homeless

Pacific Islander

CAASPP 2017-18 At/Above Prof.

Math:

(All students) 78%, (EL) 43%, (SED) 48% SWD 41%

ELA:

(All students) 78%, (EL) 33%, (SED) 46% SWD 43%

### Metric/Indicator

## Expected

(2) CST 2015-16; CAST data suspended until 2017-18

### 18-19

Postpone growth goal until baseline data of CAST is available

### Baseline

(2) CST 2015-16; CAST data suspended until 2017-18

Overall: 84%, EL: 55%, SED: 59% at or above benchmark

### Metric/Indicator

(3) Local ELA and Math Assessment Data

- District CCSS aligned math assessments
- District Literacy Benchmark assessments

### 18-19

- By the end of the year, at least 80% of all students will be proficient in Reading as measured by recognized reading level assessments (such as: DRA/Rigby, District ELA benchmark assessments).
- Math achievement will be assessed through CCSS aligned math curriculum units and trimester assessments. At least 75% of students will be at the proficient grade level benchmark.
- 75% of 3rd-8th grade students will show progress towards achieving grade level proficiency in ELA and Math based on results of the mid-year Smarter Balanced-aligned practice test (state/local assessment).

### Baseline

(3) Local ELA and Math Assessment Data

(a.) District CCSS aligned assessments - Trimester 1 2016-17

Math Overall 74%, EL 52%, SED 52% at or above benchmark

(b.) District Literacy Benchmark assessments

District Literacy Benchmark Assessments Trimester 2. 2016-17.

Overall: 71%, EL: 43%, SED: 39% at or above benchmark

### Metric/Indicator

(4) Reclassification of EL students as English proficient and State Dashboard

## Actual

CAST 2017/18

In Field Test :

5th graders: 57.7% average performance

8th graders: 52.8% average performance

(% of correct)

- At Winter Benchmark 79.32% of all students were proficient in Reading as measured by recognized reading level assessments (such as DRA/Rigby, District ELA benchmark assessments).
- At Trimester 1 all grade levels were above 75% proficient in math
- 78% of 3rd-8th-grade students showed progress towards achieving grade-level proficiency in ELA and Math based on results of the mid-year Smarter Balanced-aligned practice test (state/local assessment).

The English Learner Progress Indicator is not available in the 2018 Dashboard due to the transition from CELDT to ELPAC.



## Expected

### 18-19

- continue fostering English proficiency for ELL by redesignating students as English proficient at a rate of 15% a year.

State Dashboard Performance Indicator Measurements:

- Increase EL progress from yellow to green by increasing progress from 79% to 85%

#### Baseline

(4) Reclassification of EL students as English proficient:

State Dashboard 2016-17: Yellow Performance with a baseline of very high but a decline of 5.7% during 2012-2014

In the following years the district has reclassified students as English proficient with a particular focus on Low Income, Foster Youth, Special Education.

Students Reclassified English Proficient:

2011/12: 17%

2012/13: 12%

2013/14: 11%

2014/15: 32%

2015/16: 26%

2016/17: 24%

#### Metric/Indicator

(5) CELDT Performance Data; Replaced with ELPAC in 2017-18

### 18-19

Postpone growth goal until baseline data of ELPAC is available

#### Baseline

(5) CELDT Performance Data; Replaced with ELPAC in 2017-18

CELDT 2012- 13: 35% of K-8 ELL were at intermediate or below.

CELDT 2013-14: 50% of K-8 ELL were at intermediate or below.

CELDT 2014-15: 46% of K-8 ELL were at intermediate or below.

CELDT 2015-16: 65% (of 146 students tested) of K-8 ELL were at intermediate or below.

#### Metric/Indicator

(6) EL Students - Length of time in EL program

## Actual

100 students have been reclassified English Proficient during the 2018-2019 school year or 21%

State Dashboard Performance Indicator Measurements:

Math Green

Current English Learners increased 5.3 points

Reclassified English Learners increased 14.6 points

ELA Green

Current English Learners maintained 1.8 points

Reclassified English Learners increased 9.2 points

511 Students Tested in 2017-2018

Level 4 52%

Level 3 28%

Level 2 12%

Level 1 8%

ELPAC 1819 data is not available yet.

4% of EL student population identified as Long Term English Learners (7+ years)

15% EL population identified as At-Risk English Learners ( 4+ years)

## Expected

### 18-19

3% or less of EL student population identified as Long Term English Learners (7+ years)  
20% or less of EL population identified as At-Risk English Learners ( 4+ years)

### Baseline

(6) EL Students - Length of time in EL program  
(a) 16 students have been identified as EL for 7+ years (3% of EL student population)  
(b) 151 students have been identified as EL for 4+ year (24% of EL population)

### Metric/Indicator

(7) AMAO  
(8) Graduation, Drop-out, and A-G Rates/Requirements are not applicable to BSD, a TK-8 school district

### 18-19

NA

### Baseline

- AS OF 2016-17 THE STATE OF CALIFORNIA DISCONTINUED THE AMAO BENCHMARKS AND DISTRICTS ARE NO LONGER ACCOUNTABLE FOR THIS.
- Burlingame School District is a K-8 district and Graduation Rates, Drop-out rates , and a-g requirements are not applicable metrics.

## Actual

NA

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify	PO1(I) Student Data was Analyzed and Students were Identified: Used formative assessment data to	(a) Assessment Coordinator (.3 FTE) 1000-1999;3000-3999 Cert.	(a) Assessment Coordinator (.3 FTE) 1000-1999;3000-3999 Cert.

students that perform below the proficiency benchmark and implement intervention.

(a.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(b.) District Assessment Calendar: details all (ELA and math) district assessments K-8 for Fall, Winter, and Spring Trimesters

identify students that perform below the proficiency benchmark and implement the intervention.

(a.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitored and identified students at, above, or below benchmark on formative and summative assessments

(b.) District Assessment Calendar: detailed all (ELA and math) district assessments K-8 for Fall, Winter, and Spring Trimesters

Sal. & Ben. Supplemental \$46,789

(a) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,086

(b) District Assessment Calendar (.02 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$3,119

Sal. & Ben. Supplemental \$56,135

(a) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,074

(b) District Assessment Calendar (.02 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$3,742

## Action 2

**Planned Actions/Services**

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

English learners:

(c.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(d.) Work on ELD Professional Development around familiarizing and implementing ELD instruction

(e.) Utilize EL Specialists and Aide to provide services

**Actual Actions/Services**

PO1(I) Analyzed Data and Identified Students: Used formative assessment data to identify students that perform below the proficiency benchmark and implement the intervention.

English learners:

(c.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitored and identified students at, above, or below benchmark on formative and summative assessments

(d.) Trained and implemented ELD Professional Development around familiarizing and implementing ELD instruction

(e.) Utilized EL Specialists and Aide to provide services

**Budgeted Expenditures**

(c) Assessment Coordinator (.17 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$26,514

(c) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,543

(d) Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000

(e,h) District ELL teachers (.4 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$50,568

**Estimated Actual Expenditures**

(c) Assessment Coordinator (.17 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$31,810

(c) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,037

(d) Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000

(e,h) District ELL teachers (.4 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$49,494

(f.) Replenish resources and utilized proctors for the ELPAC assessment at the beginning of school year  
(g.) Provide state coordinated ELPAC administration training.

Redesignated fluent English proficient pupils:  
(h.) Data monitoring by classroom teacher, Rtl specialists, and EL specialists

(f.) Replenished resources and utilized proctors for the ELPAC assessment at the beginning of the school year  
(g.) Provided state coordinated ELPAC administration training.

Redesignated fluent English proficient pupils:  
(h.) Data monitored by the classroom teacher, Rtl specialists, and EL specialists

(e) District ELL Instructional Aide (.625 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Title III \$29,122

(f,g) ELPAC 5800: Professional/Consulting Services And Operating Expenditures Base \$12,500

(h) Rtl Specialists (.1 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$12,517

(e) District ELL Instructional Aide (.625 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Title III \$28,857

(f,g) ELPAC 5800: Professional/Consulting Services And Operating Expenditures Base \$250

(h) Rtl Specialists (.1 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$10,759

### Action 3

**Planned  
Actions/Services**

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

Low Income and homeless pupils:

(i.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments  
(j.) Continued development and implementation of student/parent outreach regarding available resources for before/after school tutoring, parent education, summer enrichment, etc.  
(k.) Utilize/implement professional learning community time with site

**Actual  
Actions/Services**

PO1(I) Analyzed Data and Identified Students: Used formative assessment data to identify students that perform below the proficiency benchmark and implement the intervention.

Low Income and homeless pupils:

(i.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitored and identified students at, above, or below benchmark on formative and summative assessments  
(j.) Continued development and implementation of student/parent outreach regarding available resources for before/after school tutoring, parent education, summer enrichment, etc.  
(k.) Utilized/implemented professional learning community

**Budgeted  
Expenditures**

(i,j,l) Assessment Coordinator (.11 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$17,156

(i,l) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$3,634

(k,l) Rtl Specialists (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$25,035

**Estimated Actual  
Expenditures**

(i,j,l) Assessment Coordinator (.11 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$20,583

(i,l) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,030

(k,l) Rtl Specialists (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$21,519

staff and Rtl teachers, to analyze student data and plan tier 1, tier 2, and enrichment interventions.  
(l.) Identify students in designated unduplicated subcategories that are below benchmark and give priority admission to intervention services

time with site staff and Rtl teachers, to analyze student data and plan tier 1, tier 2, and enrichment interventions.  
(l.) Identified students in the designated unduplicated student groups that are below benchmark and give priority admission to intervention services

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards	PO1(II) Student achievement improved through the implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards	(m) Assessment Coordinator (.05 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$7,798	(m) Assessment Coordinator (.05 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$9,356
(m.) Identify, organize, and utilize base program (ELA and math) resources for local assessments, rigorous instruction of common core standards, and Tier 1 & 2 (within general classroom) interventions.	(m.) Identified, organized, and utilized base program (ELA and math) resources for local assessments, rigorous instruction of common core standards, and Tier 1 & 2 (within general classroom) interventions.	(m) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$909	(m) Illuminate 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,007
(n.) Continue use of district Common Core aligned common assessments in math and ELA PreSchool-8.	(n.) Continued use of district Common Core-aligned common assessments in math and ELA PreSchool-8.	(n) Rtl Specialists (.1) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$25,035	(n) Rtl Specialists (.1) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$21,519
(n1.) Provide services for specialized academic instruction including behavioral and OT services. Updated from 2017-18 to include behavioral and OT services with specialized academic instruction.	(n1.) Provided services for specialized academic instruction including behavioral and OT services.	(n) Math Assessments (Math Coach .25 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Burlingame Community Education Foundation (BCE) \$31,604	(n) Math Assessments (Math Coach .25 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Bond Fund (Fund 21) \$31,993
		(n1) Special Ed Services 2000-2999;3000-3999 Class Sal. & Ben. Base \$1,943,100	(n1) Special Ed Services 2000-2999;3000-3999 Class Sal. & Ben. Base \$2,058,646

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards	PO1(II) Student achievement improved through the implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards	(o) REACH Program (.24 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$29,764	(o) REACH Program (.24 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$30,122
English Learners: (o.) REACH Program for English Learners 6-8 (p.) RTI process and intervention programs during and after school (i.e. homework club, tutorials) (q.) Math Lab classes and Language Arts Support and Intervention (using Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela) (r.) Review and update as necessary 2018's Summer intervention/ enrichment programs (K-7) (s.) Ensure 30 minutes of daily ELD instruction for all ELL students and implement ELD framework in daily curriculum (t.) Utilize interns in the Amity International Educational Internship program, in classrooms to support EL learners (u.) EL specialists and district administration meet to promote EL students to Redesigned fluent English proficient status. (v.) Provide direct instruction to EL new comers and supportive	English Learners: (o.) REACH Program implemented for English Learners 6-8 (p.) RTI process and intervention programs took place during and after school (i.e. homework club, tutorials) (q.) Implemented Math Lab classes and Language Arts Support and Intervention (using Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela) (r.) Reviewed and updated as necessary 2019's Summer intervention/ enrichment programs (K-7) (s.) Ensured 30 minutes of daily ELD instruction for all ELL students and implement ELD framework in daily curriculum (t.) Utilized interns in the Amity International Educational Internship program, in classrooms to support EL learners (u.) EL specialists and district administration met to promote EL students to Redesigned fluent English proficient status. (v.) Provided direct instruction to EL new comers and supportive	(p) Hourly After School Tutoring 1000-1999;3000-3999 Cert. Sal. & Ben. Title I \$11,000  (p) Rtl Specialists (1.4 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$175,242  (q) Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000  (s) ELD Instruction (.19 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Title III \$24,632  (s) ELD Instruction (.43 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$56,101  (t) Amity Interns 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$21,980  (u,w,x) EL & Newcomer Support Identification (.36 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$44,539  (v) Direct Newcomer Instruction (.07 FTE) 1000-1999;3000-3999	(p) Hourly After School Tutoring 1000-1999;3000-3999 Cert. Sal. & Ben. Title I \$7,623  (p) Rtl Specialists (1.4 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$150,630  (q) Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000  (s) ELD Instruction (.19 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Title III \$15,203  (s) ELD Instruction (.43 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$53,968  (t) Amity Interns 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$12,281  (u,w,x) EL & Newcomer Support Identification (.36 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$42,513  (v) Direct Newcomer Instruction (.07 FTE) 1000-1999;3000-3999



<p>curriculum identification/implementation (w.) Identify EL and newcomer ELD support for general classroom teachers to embed into daily instruction.</p> <p>Redesignated Fluent English Proficient pupils: In addition to the items mentioned above: (x.) Monitor student academic progress for 2 years after RFEP date by district EL specialist and classroom</p>	<p>curriculum identification/implementation (w.) Identified EL and newcomer ELD support for general classroom teachers to embed into daily instruction.</p> <p>Redesignated Fluent English Proficient pupils: In addition to the items mentioned above: (x.) Monitored student academic progress for 2 years after RFEP date by district EL specialist and classroom</p>	<p>Cert. Sal. &amp; Ben. Supplemental \$6,523</p> <p>(r) Assessment Coordinator (.05 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Supplemental \$7,798</p>	<p>Cert. Sal. &amp; Ben. Supplemental \$3,080</p> <p>(r) Assessment Coordinator (.05 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Supplemental \$9,356</p>
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## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards</p> <p>Low Income:</p> <p>(y.) Point person (ELL specialists, aides) to establish personal connections and follow-up on individual student achievement (z.) Outreach to families communicating tutoring and homework assistance (aa.) Provide priority enrollment in after school intervention programs (Tutoring and engagement</p>	<p>PO1(II) Student achievement will be improved through the implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards</p> <p>Low Income:</p> <p>(y.) Point person (ELL specialists, aides) established personal connections and follow-up on individual student achievement (z.) Outreach took place to families by communicating tutoring and homework assistance (aa.) Provided priority enrollment in after-school intervention programs (Tutoring and engagement</p>	<p>(y,z) ELL Specialist (.07 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Supplemental \$9,133</p> <p>(y,z) ELL Aide (.07 FTE) 2000-2999;3000-3999 Class Sal. &amp; Ben. Title III \$3,013</p> <p>(aa) After School Tutoring (Homework Grant) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Other \$11,000</p> <p>(bb) Read 180 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$2,000</p> <p>(cc) Summer Intervention/Enrichment 5800: Professional/Consulting Services</p>	<p>(y,z) ELL Specialist (.07 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Supplemental \$1,826</p> <p>(y,z) ELL Aide (.07 FTE) 2000-2999;3000-3999 Class Sal. &amp; Ben. Title III \$2,985</p> <p>(aa) After School Tutoring (Homework Grant) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Other \$7,500</p> <p>(bb) Read 180 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,436</p> <p>(cc) Summer Intervention/Enrichment 5800: Professional/Consulting Services</p>

Program - updated for during the school year only)  
 (bb.) Continued implementation of a research based, targeted reading intervention such as "Read 180"  
 (cc.) Review and update as necessary 2018's Summer intervention/ enrichment programs (K-4) low SED student invites (updated to reflect summer only)  
 (dd.) Summer Pre-K Readiness Program - 2 weeks, half day for EL, SED, and Foster Youth  
 (o1.) REACH Program for SED students in grades 6-8  
 (o2.) RTI process and intervention programs during school

Program - updated for during the school year only)  
 (bb.) Continued implementation of a research-based, targeted reading intervention such as "Read 180"  
 (cc.) Reviewed and updated as necessary 2019's Summer intervention/ enrichment programs (K-4) low SED student invites  
 (dd.) Summer Pre-K Readiness Program - 4 weeks, half day for EL, SED, and Foster Youth  
 (o1.) REACH Program for SED students in grades 6-8  
 (o2.) RTI provided process and intervention programs during school

And Operating Expenditures Supplemental \$47,428

(cc) Summer Intervention/Enrichment 5800: Professional/Consulting Services And Operating Expenditures Title I \$43,200

(dd) Summer Pre-K 1000-1999;3000-3999 Cert. Sal. & Ben. Title I \$6,000

(o1) REACH Program 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$29,764

(o2) Rti Specialists (2.8 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$350,484

(o2) Instructional Aides 2000-2999;3000-3999 Class Sal. & Ben. Burlingame Community Education Foundation (BCE) \$117,165

And Operating Expenditures Supplemental \$47,960

(cc) Summer Intervention/Enrichment 5800: Professional/Consulting Services And Operating Expenditures Title I \$43,200

(dd) Summer Pre-K 1000-1999;3000-3999 Cert. Sal. & Ben. Title I \$6,659

(o1) REACH Program 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$30,122

(o2) Rti Specialists (2.8 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$301,260

(o2) Instructional Aides 2000-2999;3000-3999 Class Sal. & Ben. Burlingame Community Education Foundation (BCE) \$119,644

## Action 7

### Planned Actions/Services

PO1 (III) Expand and support student academic achievement by providing coaching, resources, and professional development to district staff for Tier 1 instruction within the classroom.

(ee.) Provide Rtl, EL specialists, and math instructional coach with professional development on Rtl models and instructional support.

### Actual Actions/Services

PO1 (III) Expanded and supported student academic achievement by providing coaching, resources, and professional development to district staff for Tier 1 instruction within the classroom.

(ee.) Provided Rtl, EL specialists, and math instructional coach with professional development on Rtl models and instructional support.

### Budgeted Expenditures

(ee,mm) Rtl/EL,Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

(gg) Swun Math Coaching 5800: Professional/Consulting Services And Operating Expenditures Base \$100,000

### Estimated Actual Expenditures

(ee,mm) Rtl/EL,Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000

(gg) Swun Math Coaching 5800: Professional/Consulting Services And Operating Expenditures Base \$100,000

<p>(gg.) Continue with modified Swun Math coaching (started in 2014)</p> <p>(hh.) Visual and Performing Arts development and instruction</p> <p>(ii.) Science support and professional development through the San Mateo County Office of Education</p> <p>(jj.) District Director of Innovation of Teaching and Learning will develop and support STEAM (Science, Technology, Engineering, Art, and Music) initiatives across the district.</p> <p>(kk.) Reading Apprenticeship and Learning Ally professional development</p> <p>(ll.) Provide Dyslexia and behavior management training across school district (general education teachers, Rtl Specialists, and Resource Special Education (RSP) Teachers)</p> <p>(mm.) Give RSP staff training on designated supports/accommodations that provide students with disabilities resources to access curriculum and district/state testing</p> <p>Students with disabilities:</p> <p>(nn.) Resource Special Education staff professional development on district Common Core aligned curriculum and supporting students with disabilities.</p> <p>Provide students access to transportation and facilities that allow for appropriate accommodations and least restrictive environment.</p>	<p>(gg.) Continued with Swun Math coaching (started in 2014)</p> <p>(hh.) Visual and Performing Arts development and instruction was implemented across sites</p> <p>(ii.) Science support and professional development through the San Mateo County Office of Education was trained in science academies</p> <p>(jj.) District Director of Innovation of Teaching and Learning developed and supported STEAM (Science, Technology, Engineering, Art, and Music) initiatives across the district.</p> <p>(kk.) Reading Apprenticeship and Learning Ally professional development took place for new teachers and support providers</p> <p>(ll.) Provided Dyslexia and behavior management training across the school district (general education teachers, Rtl Specialists, and Resource Special Education (RSP) Teachers)</p> <p>(mm.) Gave RSP staff training on designated supports/accommodations that provide students with disabilities resources to access curriculum and district/state testing</p> <p>Students with disabilities:</p> <p>(nn.) Resource Special Education staff provided professional development on district Common Core-aligned curriculum and supporting students with disabilities.</p> <p>Provided students access to transportation and facilities that</p>	<p>(gg) Math Coach (.75 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Burlingame Community Education Foundation (BCE) \$94,812</p> <p>(hh) VAPA 5800: Professional/Consulting Services And Operating Expenditures Burlingame Community Education Foundation (BCE) \$34,000</p> <p>(ii) Science Support-SMCOE 5800: Professional/Consulting Services And Operating Expenditures Burlingame Community Education Foundation (BCE) \$7,500</p> <p>(kk) Reading Apprenticeship, Learning Ally 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,000</p> <p>(nn.) Special Education Transportation and Accommodations 5800: Professional/Consulting Services And Operating Expenditures Base \$1,195,199</p> <p>(jj) Director of Innovation, Teaching and Learning (1 FTE - BCE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Base \$200,684</p> <p>(ll,mm) Dyslexia and Behavior Training 5800: Professional/Consulting Services And Operating Expenditures Title II \$19,700</p>	<p>(gg) Math Coach (.75 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Burlingame Community Education Foundation (BCE) \$95,980</p> <p>(hh) VAPA 5800: Professional/Consulting Services And Operating Expenditures Burlingame Community Education Foundation (BCE) \$34,000</p> <p>(ii) Science Support-SMCOE 5800: Professional/Consulting Services And Operating Expenditures Burlingame Community Education Foundation (BCE) \$28,500</p> <p>(kk) Reading Apprenticeship, Learning Ally 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,900</p> <p>(nn.) Special Education Transportation and Accommodations 5800: Professional/Consulting Services And Operating Expenditures Base \$1,334,738</p> <p>(jj) Director of Innovation, Teaching and Learning (1 FTE) 1000-1999;3000-3999 Cert. Sal. &amp; Ben. Base \$203,482</p> <p>(ll,mm) Dyslexia and Behavior Training 5800: Professional/Consulting Services And Operating Expenditures Title II \$19,700</p>
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allow for appropriate accommodations and least restrictive environment.

(jj) STEAM, Other Support (subs & stipends for training) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$145,000

(jj) STEAM, Other Support (subs & stipends for training) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$50,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We continued to analyze data and identify students for multi-tiered systems of support based on local assessments including SWUN math, Treasures ELA and Second Step for social-emotional needs. With the district adoption of Illuminate, we are able to quickly filter for students that might need interventions. Once a student group has been identified the site works with their Response to Intervention and Instruction Specialist & Student of Concern team members to pinpoint areas of need, develop goals and progress monitor. The Burlingame School District maintains that all students should be in their least restrictive environment to the greatest extent possible at all times, therefore we strive to have significant supports in Tier 1 &

Tier 2 Intervention and Instruction. We continue to reach out to the best and the brightest trainers to aide in the professional learning opportunities for our certificated and classified staff.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Pupil Outcomes Action I: The overall effectiveness of analyzing student data and identifying students for early targeted intervention and support is an action we continue to work on in the district. Across the district the most effective practice of evaluating student data is with early literacy support and intervention through the response to intervention. This ultimately results in 78% of students are able to meet benchmark on the CAASPP ELA assessments. There is continued professional learning planned to support using data to identify students that are English Learners, Low-income, and with disabilities in order to provide tools and supports with accessing curriculum.

Pupil Outcomes Action II: The implementation of a base curriculum is as area of progress and growth for the district. In review of the 2018-19 local math assessment data 84% of students were at benchmark in trimester 1. In review of the ELA trimester assessments the district had 79.32% of students at or above benchmark.

Pupil Outcomes Action III: It is difficult to make a clear correlation between student academic performance and providing professional learning. The district is committed to provide first class professional learning opportunities that support use of student data and more so supporting the whole student's learning success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals adjusted for current information shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger.

(f,g) Decrease due to: Contracted assessments were planned, but actually were done in-house at no additional no cost; (s) Decrease due to change in available staffing; (t) Decrease due to lower number of Amity interns realized; (n1) Increase due to: salary adjustment increase negotiated in Fall 2018 and staffing additions.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We increased the days that students are accessing Step Up to Kinder from two weeks to 4 weeks in the summer. We aligned the dates with our Extended School Year to ensure students have access to any needed support providers (counselors, OT etc.). Winter Benchmark/Trimester 1 assessments were used to update Actuals as Spring Benchmarks/Trimester 2 have not been completed and uploaded for reporting. The 2018-2019 ELPAC results are not available yet for us to access and update growth. We updated our 2019-2020 goals based on our CAASPP 2017-2018 data to include color bands of growth.

# Annual Update

## LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 5

GOAL PO2:  
All students will have access to high quality programs that support and enrich the Common Core.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> (1) LCAP Survey feedback from Parent Community and Staff <b>18-19</b><ul style="list-style-type: none"><li>• Maintain a high rate of parent responses on annual LCAP survey (500 responses or more)</li><li>• Maintain a high rate of staff responses on annual LCAP survey (100 responses or more)</li><li>• Identify desired percent of growth for parent/staff positive feedback on annual LCAP survey (based on baseline data in 2017-18)</li><li>• Identify desired percent of growth for SEDAC positive feedback on annual survey (based on baseline data in 2017-18)</li></ul></div>	<div><ul style="list-style-type: none"><li>• Had 529 staff and parents, 652 thoughts and 19,729 ratings for the Spring of 2019 Parent Survey</li></ul><p>With the new survey system, there was not a demographic question with regards to special education.</p></div>

Expected	Actual
<p><b>Baseline</b>  (1a) LCAP Survey feedback from Parent Community and Staff (APPENDIX Results of 2016 Survey)  Parent Response: 507 parent responses  Staff Response: 121 staff responses (of 300 staff employees)  Positive Feedback: to be measured in future</p>	
<p><b>Metric/Indicator</b>  (2) Course offerings at Middle School</p> <p><b>18-19</b>  - Maintain 100% of enrollment in 6-8 STEAM and foreign language courses at a rate of 1 elective per student</p> <p><b>Baseline</b>  (2) Course offerings at Middle School as of 2016-17 100% participation in at least one STEAM elective</p>	<p>- Maintained 100% of enrollment in 6-8 STEAM and foreign language courses at a rate of 1 elective per student</p>
<p><b>Metric/Indicator</b>  (3) Visual and Performing Arts (VAPA) Satisfaction survey</p> <p><b>18-19</b>  - District-wide consistent participation of students utilizing and integrating a visual and performing arts curriculum (TK -8) as measured by 2018 VAPA Survey</p> <p><b>Baseline</b>  (3) Visual and Performing Arts (VAPA) Satisfaction survey - baseline data pending from 2017 Spring Parent/Staff survey</p>	<ul style="list-style-type: none"> <li>Consistent participation of students utilizing and integrating a visual and performing arts curriculum (TK -8) as measured by Spring 2018 VAPA Survey that received results for all 7 sites and over 45 participants. 100% of participants stated they are integrating art into their curriculum monthly.</li> </ul>
<p><b>Metric/Indicator</b>  (4) Enrollment of Native Spanish speaking students in the Dual Immersion Spanish program</p> <p><b>18-19</b>  - Achieve Kinder Dual Immersion Enrollment to 50/50</p> <p><b>Baseline</b>  (4) Enrollment of Native Spanish speaking students in the Dual Immersion Spanish program. As of 2016-17 Dual Immersion Kindergarten enrollment: 27 Speak English only compared to 19 Native Spanish Speaking students.</p>	<p>- Maintained Kinder Dual Immersion Enrollment to 50/50</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.



## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(a.) Continue an integrated VAPA (visual and performing arts) program with a focus on identified grade level standards. (b.) In addition to an integrated VAPA program, provide music education for all grades Tk-8. (c.) Continue with the process to identify and monitor enrollment in STEAM courses (Design Lab, Think Tank, KBIS, Math Counts, Engineering, Intro into coding, Robotics, Stock Market, and Multi-Media Studies. Art Expo, band, choir) and foreign language electives (Italian, Mandarin, Spanish) (d.) Work with assistant principals to facilitate appropriate student placement in STEAM & foreign language courses. (e.) Research and roll-out web based student learning programs such as Newsela, Mystery Science, Kid Discover, Scootpad.	(a.) Continued an integrated VAPA (visual and performing arts) program with a focus on identified grade level standards. (b.) Provided music education for all grades Tk-8. (c.) Continued with the process to identify and monitor enrollment in STEAM courses (Design Lab, Think Tank, KBIS, Math Counts, Engineering, Intro into coding, Robotics, Stock Market, and Multi-Media Studies. Art Expo, band, choir) and foreign language electives (Italian, Mandarin, Spanish) (d.) Worked with assistant principals to facilitate appropriate student placement in STEAM & foreign language courses. (e.) Researched and rolled-out web-based student learning programs such as Newsela, Mystery Science, Kid Discover, Scootpad.	(a) VAPA 5800: Professional/Consulting Services And Operating Expenditures Burlingame Community Education Foundation (BCE) \$34,000  (b) Music (5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Burlingame Community Education Foundation (BCE) \$563,667  (c) Middle School Counselor (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$24,747  (c) STEAM (2.5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Parcel Tax \$264,289  (c) STEAM (13.5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$1,315,469  (d) Student Placements (VP-1 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$165,903  (e) Web based Learning Programs 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000  (b) Music Supplies 4000-4999: Books And Supplies Burlingame Community Education Foundation (BCE) \$12,402	(a) VAPA 5800: Professional/Consulting Services And Operating Expenditures Burlingame Community Education Foundation (BCE) \$34,000  (b) Music (5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Burlingame Community Education Foundation (BCE) \$569,201  (c) Middle School Counselor (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$25,062  (c) STEAM (2.5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Parcel Tax \$203,033  (c) STEAM (13.5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$1,482,953  (d) Student Placements (VP-1 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$168,213  (e) Web based Learning Programs 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000  (b) Music Supplies 4000-4999: Books And Supplies Burlingame Community Education Foundation (BCE) \$4,314



(b) Music Support (Grant) 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Other \$22,000

(b) Music Support (Grant) 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Other \$32,686

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners & Redesigned Fluent English Proficient: (h.) Provide communication in the languages that are most prevalent in our district (in particular Spanish) and Robo calls in English and Spanish (i.) Host Parent Information nights (Dual Immersion, School-wide Enrichment, VAPA, Elementary transition, Title I) with translation services (j.) Provide communication to community (i.e. newsletters, program highlights, meetings, etc.) (k.) Elementary Site Secretaries will inform parents during kindergarten registration about the Dual Immersion program opportunity (with a special focus on Native Spanish Speakers and dual language learners)	English Learners & Redesigned Fluent English Proficient: (h.) Provided communication in the languages that are most prevalent in our district (in particular Spanish) and Robocalls in English and Spanish (i.) Hosted Parent Information nights (Dual Immersion, School- wide Enrichment, VAPA, Elementary transition, Title I) with translation services. Started Latino Family Network to support our Hispanic population (j.) Provided communication to the community (i.e. newsletters, program highlights, meetings, etc.) (k.) Elementary Site Secretaries informed parents during kindergarten registration about the Dual Immersion program opportunity (with a special focus on Native Spanish Speakers and dual language learners)	(h,i) Translation Services 5800: Professional/Consulting Services And Operating Expenditures Base \$1,500  (j) Community Communication 5800: Professional/Consulting Services And Operating Expenditures Base \$400  (k) DI information-Secretaries (3 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Base \$249,334	(h,i) Translation Services 5800: Professional/Consulting Services And Operating Expenditures Base \$1,265  (j) Community Communication 5800: Professional/Consulting Services And Operating Expenditures Base \$364  (k) DI information-Secretaries (3 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Base \$241,704

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All schools were supported by our VAPA consultants during the school day supporting art standards. BSD also supported VAPA exploration by hosting Family Arts Nights. BSD students grades TK-8 received weekly instruction from credentialed music instructors. Consistent monitoring of students accessing electives in the area of STEAM in grades 6-8 took place with the Principal on Special Assignment, counselors and the Assistant Principal. Web-based programs were purchased and taught to students to aid in access to materials. To ensure parent engagement, all flyers were translated to Spanish and robocalls were delivered in English and Spanish. Monthly parent information nights took place for Academics, Behavioral and Social-Emotional & Transition needs in Spanish. BSD continued to utilize Language Links to support the many languages spoken in BSD. All school sites shared information with families regarding the dual immersion program for English and Spanish in BSD.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Had 529 participants, 652 thoughts and 19,729 ratings for the Spring of 2019 Parent Survey via Thought Exchange. This new system allows for anyone to comment then rate other people's comments. There was an option to not share your demographic for staff or parent, therefore the breakdown cannot be reported. Going forward we will continue to monitor Participants, Comments, and Ratings.

BSD maintained at least 1 elective for 100% of the student population. District-wide 100% of schools were supported by VAPA curriculum and coaches.

DL Kinder 50:50

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals adjusted for current information shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger.

(c) Increase due to salary schedule increase of 3% negotiated in the Fall of 2018.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We changed our survey system this year in the hopes of having more stakeholder feedback. Our new system, Thought Exchange not only gives us responses, it also allows other stakeholders to rate responses. The three data points now being used are participant number, number of thoughts being written and rating of thoughts.

# Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 6

Goal E1: Students must attend school in order to receive high quality instruction. Students should attend 90% of the school year, missing no more than 10% (or 18 days) of the academic school year.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

(1) Chronic Absenteeism: Number of Students absent more than 10% of school year report (PowerSchool)

**18-19**

Continue to work toward 90% of students will attend 90% of school year.

Actual

2018-19 Percent of students missing more than 10% of school (September 1 - March 18)

All Students: 5% (182 students)

EL Students: 1.1% (40 students)

Low-income Students: 1.1% (39 students)

Elementary Students: 3.45% (121 students)

Middle School Students: 1.8% (66 students)

2017-18 Percent of students missing more than 10% of school (full school year)

All Students: 5% (153 students)

EL Students: 17% (26 students)

Low-income Students: 20% (31 students)

Elementary Students: 65% (99 students)

Middle School Students: 35% (54 students)

## Expected

## Actual

### Baseline

2016-17 Percent of students missing more than 10% of school (September 1 - March 18)

All Students: 5% (153 students)

EL Students: 17% (26 students)

Low-income Students: 20% (31 students)

Elementary Students: 65% (99 students)

Middle School Students: 35% (54 students)

2015-16 Percent of students missing more than 10% of school (September 1 - March 18)

All Students: 4% (of 3,349 students)

EL Students: 5% (of 499 students)

Low-income Students: 11% (of 275 students)

Elementary Students: 4% (89 students)

Middle School Students: 4% (44 students)

### Metric/Indicator

(2) Average Daily Attendance (ADA)

### 18-19

Maintain ADA percent

### Baseline

2016-17 the Average Daily Attendance for 3,291 students was 97%

### Metric/Indicator

(3) Student Drop-out Rate and Expulsion rates

### 18-19

maintain 0% drop-out and expulsion rates

### Baseline

As of 2016-17 no students were reported as drop-outs and no students were expelled

Average daily attendance for 3510 was 97%

maintained 0% drop-out and expulsion rates

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

(a.) Site attendance review team (consisting of Principal and designated support staff) will develop intervention plans that will support identified students  
 (b.) Monitor attendance and site administration team will provide written notice (using district standards and letters) to families of students not meeting attendance criteria as set by district criteria  
 (c.) Communicate district attendance standards via school handbooks and newsletters  
 (d.) provide support to families of students with attendance issues; refer families to outside support  
 (e.) SARB (School Attendance Review Board) meetings with family/student to create action plan to support family and student.  
 (f.) Phone call to families to communicate student absence  
 (l.) Parent Education on importance of school attendance and independent study  
 (m.) Perform and absenteeism analysis to understand the nature of student absences.

(a.) Site attendance review teams (consisting of Principal and designated support staff) developed intervention plans that supported identified students  
 (b.) Monitored attendance, site administration team provided written notice (using district standards and letters) to families of students not meeting attendance criteria as set by district criteria (new BP)  
 (c.) Communicated the district attendance standards via school handbooks and newsletters  
 (d.) provided support to families of students with attendance issues; referred families to outside support  
 (e.) SART (School Attendance Review Team) meetings with the family/student to create an action plan to support family and student.  
 (f.) Phone calls made to families to communicate student absences  
 (l.) Parent Education was included in newsletters and back to school nights on the importance of school attendance and independent study contract  
 (m.) Completed an absenteeism analysis to understand the nature of student absences.

(b) Power School 5800: Professional/Consulting Services And Operating Expenditures Base \$6,902

(a,b,d,e) Elementary Counseling Support – (.4 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$45,009

(a,b,d,e) Middle School Counseling Support – (.25 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$30,934

(b,f) Clerical Support for Attendance Tracking – Notifications to Parents – (3.25 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Base \$288,395

(c) Constant Contact 5000-5999: Services And Other Operating Expenditures Base \$400

(f) Absence communication-cost included in b 5800: Professional/Consulting Services And Operating Expenditures

(b) Attendance Awards (Discontinued)

(a, d) District Nurse (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$24,187

(e,d) Asst. Supt, Ed Services 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$120,270

(l,m) No cost estimated \$0

(b) Power School 5800: Professional/Consulting Services And Operating Expenditures Base \$7,493

(a,b,d,e) Elementary Counseling Support – (.4 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$45,956

(a,b,d,e) Middle School Counseling Support – (.25 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$31,327

(b,f) Clerical Support for Attendance Tracking – Notifications to Parents – (3.25 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Base \$275,893

(c) Constant Contact 5000-5999: Services And Other Operating Expenditures Base \$364

(f) Absence communication-cost included in b 5800: Professional/Consulting Services And Operating Expenditures

(b) Attendance Awards (Discontinued)

(a, d) District Nurse (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$24,497

(e,d) Asst. Supt, Ed Services 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$121,918

(l,m) No cost estimated \$0

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Learners: (h.) In addition to telephone parent guardians, use bi-lingual support staff for families that do not speak English	English Learners: (h.) In addition to telephoning parent guardians, used bi-lingual support staff for families that do not speak English (or translation services)	(h) El Aide (.03 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Title III \$1,339	(h) El Aide (.03 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Title III \$1,327
		(h) Bilingual Nurse (.15 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$18,140	(h) Bilingual Nurse (.15 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$18,373

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Low-income: (i.) Students Services and other appropriate school personnel will make home visits to engage parents about the importance of school attendance. (j.) provide healthy meal options for students to support a healthy lifestyle that contributes to positive attendance	Low-income: (i.) Students Services and other appropriate school personnel made home visits to engage parents about the importance of school attendance. (j.) provided healthy meal options for students to support a healthy lifestyle that contributes to positive attendance	(i) Elementary Counselor (0.05) FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$5,626  (j) Wellness Coordinator (.05 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$5,085  (i) District Nurse (.1 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$12,094	(i) Elementary Counselor (0.05) FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$5,744  (j) Wellness Coordinator (.05 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$5,110  (i) District Nurse (.1 FTE) 1000-1999: Certificated Personnel Salaries Supplemental \$12,249

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foster Youth: (k.) Identified specific school attendance barriers faced by foster youth, homeless youth, and youth with mental health challenges addressed through (1) School Nurse, (2) Counseling, (3) Transportation Support. (4) Nutrition Services, (5) Parent	Foster Youth: (k.) Identified specific school attendance barriers faced by foster youth, homeless youth, and youth with mental health challenges addressed through (1) School Nurse, (2) Counseling, (3) Transportation Support. (4) Nutrition Services, (5) Parent	(k) District Nurse (.05 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$6,047	(k) District Nurse (.05 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$6,124

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

BSD updated Board Policies and Administrative Regulations supporting students attendance in schools. BSD updated Truancy Letters 1, 2 & 3 and their Student Attendance Review Team (SART) packet. The SART team is run by the site administrators. The Assistant Superintendent of Educational Services along with site Principals made over 15 home visits to support students that were struggling in attending school. Supports such as food, clothing, and shelter were researched for families in need. When appropriate transportation was given to families in need to attend schools.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With an increase in letters and meetings taking place we had a decrease in chronic absenteeism district wide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals adjusted for current information shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.



# Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 7

Goal E2: Students will learn positive social-emotional skills and maintain collaborative learning relationships, resulting in a reduced number of office referrals as measured through student referrals (numbers and nature of referral), student, and staff surveys that identify skills that work to form positive and collaborative relationships.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> (1) Suspension Data (2) Nature of Suspension Data (3) School Connectedness (California Healthy Kids Survey CHKS) (4) Response rate of students on CHKS  <b>18-19</b> Maintain Suspension Rate of &lt;1%</div>	<div>BSD had a suspension rate of &lt;1% 17 incidents in the 2018-2019 school year</div>

## Expected

### Baseline

Suspensions:

2014-15; 17 suspensions

2015-16; 24 suspensions

2016-17; 15 suspensions

\* 2016-17 start monitoring nature of suspension

### Metric/Indicator

(2) Nature of Suspension Data

#### 18-19

Reduce the Nature of Suspension Data to the following numbers:

Caused/Attempted Injury: 12 Possession/Sale of knife: 0 Harassment: 4

Property Damage: 1 Bullying: Maintain less than 5

Other: 8

### Baseline

2016-17 Nature of Suspension

Data:

Caused/Attempted Injury: 6

Possession/Sale of knife: 3

Harassment: 4

Property Damage: 1

Bullying: 1

### Metric/Indicator

(3) School Connectedness (California Healthy Kids Survey CHKS)

#### 18-19

5% increase of positive responses on all School Connectedness questions on California Healthy Kids (CHKS), Panorama, and EVS surveys yearly, until > 95% total in the Med.-High rating.

### Baseline

School Connectedness (positive responses)

2015-16; Elementary: 99%, Middle School: 94%

2016-17; Elementary: 71%, Middle School:

69%

## Actual

Reduced the Nature of Suspension Data (2018-2019) to the following numbers:

Caused/Attempted Injury: 7 (down 5)

Possession/Sale of a knife: 1 (increase +1)

Harassment: 1 (down 3)

Property Damage: 1 (maintained)

Bullying: 0 (down 5)

Other: 7 (down 1)

School Connectedness based on the California Healthy Kids Survey (positive responses)

2015-16; Elementary: 71%, Middle School: 69%

2016-17; Elementary: 80%, Middle School: 59%

2017-18; Elementary: 78% Middle School: 64%

2018-19; Elementary: 75% Middle School: 68%

## Expected

### Metric/Indicator

(4) Response rate of students on CHKS

### 18-19

65% or greater response rate on student surveys (i.e. CHKS, EVS, Panorama)

### Baseline

Response Rate on Surveys (California Healthy Kids Survey (CHKS), Education Vital Signs (EVS), Panorama)

2015-16: Elementary: 78%, Middle School: 90%

2016-17: Elementary: 56%, Middle School: 94%

## Actual

### Response Rates

2015-16: Elementary: 78%, Middle School: 90%

2016-17: Elementary: 56%, Middle School: 94%

2017-18: Elementary: 80% Middle School: 93%

2018-19: Elementary: 81% Middle School: 94%

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(a.) Provide counseling and mental health support. (b.) Continue K-8 social skills curriculum implementation (c.) Continue providing small-group/individual counseling (d.) Build Student resilience and social skills through the use of restorative practices (e.) Provide 5th grade Puberty Education Grade 6: Alcohol Tobacco and other drugs (ATOD) Grades 7-8: Sexual Health Education (f.) Identify and use school connectedness/social/emotional student, staff, and parent survey	(a.) Provided counseling and mental health support. (b.) Continued Preschool-8 social skills curriculum implementation (c.) Continued providing small-group/individual counseling (d.) Built Student resilience and social skills through the use of restorative practices (e.) Provided 5th-grade Puberty Education Grade 6: Alcohol Tobacco and other drugs (ATOD) Grades 7-8: Sexual Health Education (f.) Identified and used school connectedness/social/emotional student, staff, and parent survey	(a) Psychologist Support-Interns 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$47,991  (a,c) Counselor – (1.55 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$153,170  (a,c) Elementary Counseling Support (.3 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$33,757  (e) School Nurse (.5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$60,468	(a) Psychologist Support-Interns 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$47,991  (a,c) Counselor – (1.55 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$154,820  (a,c) Elementary Counseling Support (.3 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$34,466  (e) School Nurse (.5 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$61,243

(g.) Develop and implement a comprehensive district Mental Health Plan	(g.) Developed and implemented a comprehensive district Mental Health Plan	(e) Health Education 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	(e) Health Education 5800: Professional/Consulting Services And Operating Expenditures Base \$10,948
		(d) Restorative Practices (No Direct Cost)	(d) Restorative Practices (No Direct Cost)
		(b) Social Skills Curriculum 4000-4999: Books And Supplies Supplemental \$1,000	(b) Social Skills Curriculum 4000-4999: Books And Supplies Supplemental \$2,495
		(e,f) Wellness Coordinator (.55 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$53,820	(e,f) Wellness Coordinator (.55 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$54,088
		(g) Mental Health Plan (Asst. Supt. Ed. Srvs) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$120,270	(g) Mental Health Plan (Asst. Supt. Ed. Srvs) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$121,918

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Low-income Pupils and English Learners: (h.) Social-Emotional Support from Wellness Coordinator, Councilor and Continued implementation of Second Step curriculum TK-8 (in English & Spanish) (i.) Students requiring support will be provided short term intensive intervention by a mental health clinician	Low-income Pupils and English Learners: (h.) Social-Emotional Support came from Wellness Coordinator, Councilor and Continued implementation of Second Step curriculum TK-8 (in English & Spanish) (i.) Students requiring support were provided short term intensive intervention by a mental health clinician	(h) Second Step Curriculum 4000-4999: Books And Supplies Supplemental \$1,000	(h) Second Step Curriculum 4000-4999: Books And Supplies Supplemental \$1,094
		(h) Wellness Coordinator (.3 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$26,489	(h) Wellness Coordinator (.3 FTE) 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$26,620
		(h) Mental Health Services (1 FTE) 1000-1999: Certificated Personnel Salaries Base \$35,709	(h) Mental Health Services (1 FTE) 1000-1999: Certificated Personnel Salaries Base \$36,352
		(h) Elementary Counselor (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$22,505	(h) Elementary Counselor (.2 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$22,978

(l) Mental health support and Intervention (1 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$116,540

(l) Mental health support and Intervention (1 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$124,441

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students with Disabilities: (j.) Social-Emotional Support from Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum K-8 (in English & Spanish) (k.) Students requiring support will be provided intensive intervention by a mental health clinician	Students with Disabilities: (j.) Social-Emotional Support was provided by Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum K-8 (in English & Spanish) (k.) Students requiring support were provided intensive intervention by a mental health clinician	(j) Wellness Coordinator 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$5,298  (j,k) Mental Health Counselor 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$83,820	(j) Wellness Coordinator 2000-2999;3000-3999 Class Sal. & Ben. Supplemental \$5,324  (j,k) Mental Health Counselor 1000-1999;3000-3999 Cert. Sal. & Ben. Base \$85,329

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foster Youth: (l.) Offer small group counseling for students identified as foster youth or homeless that target self-advocacy/adaptive skills	Foster Youth: (l.) Offered small group counseling for students identified as foster youth or homeless that target self-advocacy/adaptive skills	(l) Elementary Counselor (.05 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$5,626	(l) Elementary Counselor (.05 FTE) 1000-1999;3000-3999 Cert. Sal. & Ben. Supplemental \$6,265

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The BSD Administrative team was trained in Restorative Conversations prior to the school year starting. Through these conversations, there was a reduction of suspensions. With the increase in counseling, we are seeing more students feel connected to the school. Principals worked closely with 5 & 7-grade students to ensure the response rate of the CHKS was increased. The 2018-2019 school year was the first year of implementation of the BSD Mental Health Plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The drastic decrease in suspensions and increase in students having access to counseling support aided in BSD being able to exceed our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In reviewing the differences between budgeted and estimated actuals (note: "estimated actuals" are derived from the revised budget), which is the current adjusted budget of record for each line item. Estimated actuals shall be used as the basis of these updates, as these amounts are based on the District's actual activities as reported in the general ledger.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

It was noted that the baseline data on School Connectedness (3) was not reported correctly. We have updated the information. Performance Indicator Report will modify Goal 7, Action 3. BSD is no longer using panorama or EVS to measure student connectedness. CHKS is done yearly and will be our the only measure of school connectedness. Suspension rate targets were updated based on current data.

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### LOCAL CONTROL ACCOUNTABILITY PLAN COMMITTEE

In order to develop the Local Control Accountability Plan (LCAP) the Burlingame School District has developed a comprehensive process for Stakeholder Engagement. The central vehicle, the Local Control Accountability Plan Committee (LCAPC) considered feedback and survey data from a variety of stakeholder groups in order to develop recommendations to the Board of Education regarding Goals, Actions, and Services that support students in our district, with a focus on those identified as English Learners, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and Foster Youth.

Currently, the LCAP Committee membership list reflects the following stakeholder groups:

- \*Community members:
- \*Classified staff (CSEA):
- \*Certificated staff (Burlingame Educational Association):
- \*District Office Staff (Facilitators):
- \*SMCOE Special Education Representative:

The LCAP Committee met during the 2018-20189 school year on the following dates:

November 5, 2018  
December 3, 2018  
January 14, 2019  
February 11, 2019  
March 11, 2019  
April 15, 2019  
May 13, 2019

The Annual Plan was reviewed by the following committees on:

DAC April 15, 2019  
LCAP April 15, 2019  
DELAC April 26, 2019 & May 30, 2019

#### INFORMATION REGARDING ACTIONS AND SERVICES

Each month the committee was able to hear implementation and impact data from district staff members who have been tasked with implementing the Actions and Services that are included in the LCAP.

At their meetings, during the 2018-2019 school year, the committee heard presentations on the following as part of the LCAP

Listening

Campaign.

- \*Academic Support Centers

- \*Latino Family Network

- \*2017-18 CAASPP Results

- \*PBIS

- \*Social Workers

- \*Restorative Justice & Trauma-Informed Practices

- \*RTI2 (Response to Instruction & Intervention)

- \*English Learners Update

- \*Dual Language Immersion Task Force

- \*CCSS Professional Development

- \* Special Education Performance Indicator Reports

#### STAKEHOLDER REFLECTIONS

stakeholder groups provided feedback on LCAP Funded Programs, Resources, & Positions at their regularly scheduled meetings. In this exercise, members of each group were asked to reflect on one particular action or service within the LCAP and create feedback and questions as well as request relevant data for that program, resource or position.

These groups included:

- \*All Principals and Vice-Principals

- \*Local Control Advisory Plan Committee

- \*District Advisory Committee

- \*DELAC

- \*Low Performing Block Grant-Board approved 2/12/19

#### FEEDBACK SURVEY

At the conclusion of this discussion and reflection, the participant stakeholders recorded their feedback in an online survey with the following results for focus areas:

Socioemotional Learning

Math

Differentiated Learning



Teachers  
VAPA

Based on this data, the LCAPC is in the process of reviewing the feedback to determine any recommendations for changes to the current plan in addition to those that have already been identified and proposed.

BSD School Board Meetings:

May 21, 2019 - Formalize LCAP

May 21, 2019 - LCAP Public Hearing (comment period started)

June 11, 2019 - BSD Board adopted LCAP and Budget. LCAP Posted to BSD website

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Final LCAP was posted on the district website for questions/comments from the community. The superintendent did not receive any questions or comments regarding the LCAP after the parent survey.

The Parent Survey and review of LCAP at BSD Committees guided support for math, literacy, suspensions, and attendance.

Information and Education:

Burlingame School District (BSD) followed the same stakeholder engagement process as 2018-19, as it was a successful format for organizing and communicating to all of the members in the community.

The school year began with educating Board Members and district and school site leaders about the results of the measures from the previous year Local Accountability Plan (LCAP). A study session was planned to provide information and an opportunity to discuss district goals and data points. The explanation of the funding and how the Board and district would plan for local control and decision-making was a focus. Student performance and achievement was discussed and data was presented to show how our students were performing over time. In particular, the District looked at second language learners, socio-economically disadvantaged, and special

education groups of students. The State testing was seen as a baseline and the district leadership team was concerned with how targeted student groups performed and how we would provide students needing extra support with the appropriate instruction. The District discussed how it would plan its budget for the LCAP and how it would continue to align with the BSD Targeted Action Plan the community had worked on and updated the previous year. Many of the goals were similar to what was being called for in the LCAP policy. The study session ended with the following plan:

- . Communication Plan to all stakeholders
- . Outreach to Parent Groups
- . Focus groups (smaller groups to capture priorities of targeted groups)
- . Maintain LCAP Steering Committee
- . Engagement for Review, Support, and Implementation of Plan

Results of community engagement from Board, school sites, Association leaders, District Advisory Council, English Language Advisory Committee, Burlingame Community for Education for distribution, Special Education District Advisory Committee and Stakeholder Survey were all reviewed when reflecting and updating the LCAP.

Results from District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC):

The District English Language Advisory Council (DELAC) engaged in a conversation with one another and with staff to identify what was going well and what needed attention in with our programs and instruction. Parents discussed the redesignation criteria and learning support that includes assessment data and the response to intervention (Rtl) program model. There was feedback regarding the need for more parent communications translated into home languages and create a newcomer support process for students and families new to the country.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

GOAL CL1:

Students will have copies of all adopted materials aligned with current standards.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

(1) Current Level of Common Core Material Implementation across the district:

- Math: Swun (K-8)
- ELA: McGraw Hill Treasures (K-5) -with Common Core Supplemental Resource from publisher
- Moving forward ensuring teachers have instructional materials aligned with NGSS and State Social Studies frameworks.

(2) Continue to have no Williams Complaints that need to be addressed

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"><li>• Site Based Inventory of adopted Materials (SBIM)</li></ul>	<ul style="list-style-type: none"><li>• 100% of students have access to standards aligned materials based on Site</li></ul>	<ul style="list-style-type: none"><li>- Site Based Instructional Materials (SBIM) Report - Continue to have 100% of students have standards aligned materials and resources</li></ul>	<ul style="list-style-type: none"><li>- Site Based Instructional Materials (SBIM) Report - Continue to have 100% of students have standards aligned materials and resources</li></ul>	<ul style="list-style-type: none"><li>- Site Based Instructional Materials (SBIM) Report - Continue to have 100% of students have standards aligned materials and resources</li></ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Based Inventory of adopted Materials (SBIM) administered yearly by the school site</p> <p>(Adopted Curriculums/Programs:)</p> <ul style="list-style-type: none"> <li>• Math: Swun (K-8)</li> <li>• ELA: McGraw Hill Treasures (K-5); (Pearson Literature, 6-8)</li> <li>• Science: California Science (Pearson/Scott Foresman, K-5); (Amplify Science 6-8)</li> <li>• Social Studies</li> </ul>			
- Williams Complaints	- As of 2016-17: No Williams Complaints that needed to be addressed	- Maintain 0 complaints	- Maintain 0 complaints	- Maintain 0 complaints

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services****Base Program**

(a.) Materials will be inventoried by school sites

(b.) Replenish consumables based on need ( i.e.Swun math journals )

(c.) Research and utilize NGSS aligned science materials and resources (K-5) 6-8 Board Adopted Amplify Science

**2018-19 Actions/Services****Base Program**

(a.) Materials will be inventoried by school sites

(b.) Replenish consumables based on need ( i.e.Swun math journals )

(c.) Adopt NGSS aligned science materials and resources (6-8) Research and utilize NGSS aligned science materials and resources (TK-5)

(d.) Adopt and implement Tier II and III intervention literacy curriculum that supports students not meeting grade level benchmarks and learning differences

**2019-20 Actions/Services****Base Program**

(a.) Materials will be inventoried by school sites

(b.) Replenish consumables based on need ( i.e.Swun math journals )

(c.) Adopt NGSS aligned science materials and resources (TK-5) for 2019/20 and implement in the 2020/2021 school year

(d.) Continue to implement Tier II and III intervention literacy curriculum that supports students not meeting grade level benchmarks and learning differences

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$170,000	\$180,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (b) Swun Math Materials	4000-4999: Books And Supplies (b) Swun Math Materials	4000-4999: Books And Supplies (b) Swun Math Materials
Amount	\$0.00	\$0.00	\$0.00
Budget Reference	(a) Materials Inventory (No direct cost)	(a) Materials Inventory (No direct cost)	(a) Materials Inventory (No direct cost)
Amount	\$15,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (c) Science Materials	4000-4999: Books And Supplies (c) Science Materials	4000-4999: Books And Supplies (c) Science Materials
Amount	\$0.00	\$15,000	\$5,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies (d) Research and identify Tier II and III intervention literacy curriculum Wilson materials for Dyslexia Action Plan	4000-4999: Books And Supplies (d) Purchase and train Tier II and III intervention literacy curriculum Wilson materials for Dyslexia Action Plan

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

GOAL CL2: Maintain all school sites in good repair and working condition

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

Identified Need 1:

Facility Inspection Tool (FIT) School Facility Conditions Evaluation, School Rating

80% of higher cleanliness at school sites

Accommodating district population growth

Facilities Maintenance and Repair

Facility Inspection Tool Section "Overall Cleanliness" at 80% or higher

Identified Need 2:

CASBO Staffing Level at 85% or higher

Identified Need 3:

Technical Services and Materials



## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) Facilities Inspection Tool (FIT) - Repairs and Cleanliness	(1) As of 2016-17: 6 out 7 schools in "Good Repair" 1 School in "Fair Repair" Average District rating 96%(in Good Repair & Cleanliness)	Williams Complaints Law <ul style="list-style-type: none"> <li>• Maintain all School Ratings at 80% or higher</li> <li>• Continued custodial training</li> <li>• Implementation of 5-year Deferred Maintenance Plan</li> <li>• Facility Inspection Tool Section "Overall Cleanliness" rating of "No Deficiency - Good Repair"</li> <li>• Analyze compliance with site specific custodial checklist</li> </ul>	Williams Complaints Law <ul style="list-style-type: none"> <li>• Maintain all School Ratings at 80% or higher</li> <li>• Continued custodial training</li> <li>• Implementation of 5-year Deferred Maintenance Plan</li> <li>• Facility Inspection Tool Section "Overall Cleanliness" rating of "No Deficiency - Good Repair"</li> <li>• Analyze compliance with site specific custodial checklist</li> </ul>	Williams Complaints Law <ul style="list-style-type: none"> <li>• Maintain all School Ratings at 80% or higher</li> <li>• Continued custodial training</li> <li>• Implementation of 5-year Deferred Maintenance Plan</li> <li>• Facility Inspection Tool Section "Overall Cleanliness" rating of "No Deficiency - Good Repair"</li> <li>• Analyze compliance with site specific custodial checklist</li> </ul>
(2) CASBO Staffing level	(2) As of 2016-17: CASBO Staffing Level at 89%	- Maintain CASBO Staffing Level at 85% or higher	- Maintain CASBO Staffing Level at 85% or higher	- Maintain CASBO Staffing Level at 85% or higher
(3) Williams Complaint Report	(3) No Williams Complaint Reports in 2016-17	- Maintain zero Williams Complaints	- Maintain zero Williams Complaints	- Maintain zero Williams Complaints

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(4) All sites have 2 students to 1 device ration (2:1)	(4) Device ratio surveyed by District Technology Team 2017-18	Device ratio is 2.5 to 1	Achieve 2:1	Maintain 2:1
(5) 100% Staff has working technology devices that support conditions of learning in the classroom.	(5) Staff devices surveyed by District Technology Team 2017-18	Maintained 100%	Maintained 100%	Maintained 100%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

(a.) Implement 5-Year Deferred Maintenance Plan

(b.) Evaluate and update cleaning schedules for each site with specific duties for each custodian. Conduct periodic site visits and adjust schedules to ensure necessary services are being provided

(c.) Continue implementation of Bond Measures D & M

(d.) Maintain facilities in good repair and provide clean classrooms and grounds

(e.) Provide equipment, supplies and training necessary to perform scheduled duties

(f.) Use FIT report to measure cleanliness and status of the facilities

(a.) Implement 5-Year Deferred Maintenance Plan

(b.) Evaluate and update cleaning schedules for each site with specific duties for each custodian. Conduct periodic site visits and adjust schedules to ensure necessary services are being provided

(c.) Continue implementation of Bond Measure M

(d.) Maintain facilities in good repair and provide clean classrooms and grounds

(e.) Provide equipment, supplies and training necessary to perform scheduled duties

(f.) Use FIT report to measure cleanliness and status of the facilities

(g.) Provide appropriate technology and services that support instruction and learning in the 21st century.

(h.) Conduct Big 5 practice emergency drills for disaster preparedness

(a.) Implement 5-Year Deferred Maintenance Plan

(b.) Evaluate and update cleaning schedules for each site with specific duties for each custodian. Conduct periodic site visits and adjust schedules to ensure necessary services are being provided

(c.) Continue implementation of Bond Measure M

(d.) Maintain facilities in good repair and provide clean classrooms and grounds

(e.) Provide equipment, supplies, services and training necessary to perform scheduled duties and ensure site functionality.

(f.) Use FIT report to measure cleanliness and status of the facilities

(g.) Provide appropriate technology and services that support instruction and learning in the 21st century.

(h.) Big 5 practice emergency drills for disaster preparedness

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,000	\$300,000	\$300,000
Source	LCFF	Other	Other
Budget Reference	6000-6999: Capital Outlay (a) Deferred Maintenance Funds	6000-6999: Capital Outlay (a) Deferred Maintenance Funds (Fund 14)	6000-6999: Capital Outlay (a) Deferred Maintenance Funds (Fund 14)
Amount	\$0.00	\$0.00	\$0.00
Budget Reference	(b) Evaluate and Update Cleaning Schedules (no direct cost)	(b) Evaluate and Update Cleaning Schedules (no direct cost)	(b) Evaluate and Update Cleaning Schedules (no direct cost)
Amount	\$10,000,000	\$18,800,000	\$11,000,000
Source	Other	Bond Fund (Fund 21)	Bond Fund (Fund 21)
Budget Reference	6000-6999: Capital Outlay (c) Implement Bond Measures D & M (Fund 21)	6000-6999: Capital Outlay (c) Implement Bond Measures M (Fund 21)	6000-6999: Capital Outlay (c) Implement Bond Measures M (Fund 21)
Amount	\$1,342,394	\$1,753,652	\$1,960,331
Source	Base	Base	Base
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (d) Maintain Facilities in Good Repair (Maint. 5 FTE; Custodial 14 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (d) Maintain Facilities in Good Repair (Maint. 5 FTE; Custodial 14 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (d) Maintain Facilities in Good Repair (Maint. 6 FTE; Custodial 14 FTE)
Amount	\$150,000	\$125,000	\$501,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies (e) Equipment and Supplies	4000-4999: Books And Supplies (e) Equipment and Supplies	4000-4999: Books And Supplies (e) Equipment and Supplies

Amount	\$150,000	\$150,000	\$541,400
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (e) Services, Repairs and Training	5800: Professional/Consulting Services And Operating Expenditures (e) Services, Repairs and Training	5800: Professional/Consulting Services And Operating Expenditures (e) Services, Repairs and Training
Amount		\$578,351	\$623,341
Source		Base	Base
Budget Reference		2000-2999;3000-3999 Class Sal. & Ben. (g.) Technology Staff (4 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (g.) Technology Staff (4 FTE)
Amount		\$252,000	\$169,000
Source		Base	Base
Budget Reference		2000-2999;3000-3999 Class Sal. & Ben. (g) Technology Supplies	2000-2999;3000-3999 Class Sal. & Ben. (g) Technology Supplies
Amount		\$153,000	\$231,000
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures (g.) Technology Services	5800: Professional/Consulting Services And Operating Expenditures (g.) Technology Services
Amount		\$0.00	\$0.00
Budget Reference		(f) FIT Report (No specific cost)	(f) FIT Report (No specific cost)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

GOAL CL3:

Teachers and administrators are fully credentialed in the subject area that they are assigned.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

- (1) Hiring and maintaining staff that is Fully credentialed
- (2) Ensure staff has access to current best practices.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) Internal Credential Audit	(1) 2016-17: 98% of our teachers were credentialed pertaining to the subject area that is taught.	Maintain baseline percentage of our teachers will be credentialed pertaining to the subject area that is taught.	Maintain baseline percentage of our teachers and administrators will be credentialed pertaining to the subject area that is taught.	Maintain baseline percentage of our teachers and administrators will be credentialed pertaining to the subject area that is taught.
(2) Collecting Attendance at district	(2) 2016-17: 100% attendance at district	Maintain baseline percentage of attendance at district	Maintain baseline percentage of attendance at district	Maintain baseline percentage of attendance at district

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
professional development	professional development trainings	professional development trainings	professional development trainings	professional development trainings

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

#### 2017-18 Actions/Services

##### Base Program:

(a.) Continue to ensure all teachers are qualified and credentialed, and supported in teaching new grade level/subject area standards by placing staff qualified/credentialed in the appropriate subject area and performing an annual credential audit

#### 2018-19 Actions/Services

##### Base Program:

(a.) Continue to ensure all teachers and administrators are qualified and credentialed, and supported in teaching new grade level/subject area standards by placing staff qualified/credentialed in the appropriate subject area and performing an annual credential audit

#### 2019-20 Actions/Services

##### Base Program:

(a.) Continue to ensure all teachers and administrators are qualified and credentialed, and supported in teaching new grade level/subject area standards by placing staff qualified/credentialed in the appropriate subject area and performing an annual credential audit



(b.) Attend Recruitment Fairs

(c.) Collaborate with local Universities for Student Teachers and interns

(d.) New teachers are enrolled in BTSA and provided support by the district and County Office of Ed to all first and second year teachers.

(e.) District teachers will receive professional development in district initiatives such as Swun Math, VAPA, ELD strategies, NGSS, Illuminate (student data system) training

(f.) Provide week long academy to support new teachers with assimilating into the district.

(b.) Attend Recruitment Fairs

(c.) Collaborate with local Universities for Student Teachers and interns

(d.) New teachers are enrolled in BTSA and provided support by the district and County Office of Ed to all first and second year teachers.

(e.) District teachers and administrators will receive professional development in district initiatives such as Swun Math, VAPA, ELD strategies, NGSS, Illuminate (student data system) training

(f.) Provide week long academy to support new teachers with assimilating into the district.

(b.) Attend Recruitment Fairs

(c.) Collaborate with local Universities for Student Teachers and interns

(d.) New teachers are enrolled in BTSA and provided support by the district and County Office of Ed to all first and second year teachers.

(e.) District teachers and administrators will receive professional development in district initiatives such as Swun Math, VAPA, ELD strategies, NGSS, Illuminate (student data system) training

(f.) Provide academy to support new teachers with assimilating into the district.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,064	\$184,535	\$202,409
Source	Base	Base	Base
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (a,b,c) HR Specialist - .8 FTE	2000-2999;3000-3999 Class Sal. & Ben. (a,b,c) HR Specialist - 1 FTE	2000-2999;3000-3999 Class Sal. & Ben. (a,b,c) HR Specialist - 1 FTE
Amount	\$61,144	\$103,084	\$102,909
Source	Base	Base	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (d) District New Teacher Support Providers	1000-1999;3000-3999 Cert. Sal. & Ben. (d) District New Teacher Support Providers (23 tchrs)	1000-1999;3000-3999 Cert. Sal. & Ben. (d) District New Teacher Support Providers (20 tchrs)

Amount	\$37,500	\$57,500	\$50,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (d) County BTSA Support	5800: Professional/Consulting Services And Operating Expenditures (d) County BTSA Support (23 tchrs)	5800: Professional/Consulting Services And Operating Expenditures (d) County BTSA Support (15 tchrs)
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures (e) Professional Development-BTSA	5000-5999: Services And Other Operating Expenditures (e) Professional Development	5000-5999: Services And Other Operating Expenditures (e) Professional Development
Amount		\$18,236,601	\$15,005,572
Source		Base	Base
Budget Reference		1000-1999;3000-3999 Cert. Sal. & Ben. (a) Highly Qualified Teachers (Core, Specialists, Principals, Other)	1000-1999;3000-3999 Cert. Sal. & Ben. (a) Highly Qualified Teachers (Core, Specialists, Principals, Other) 1 of 4
Amount		\$4,000	\$4,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures (b) Recruitment Fairs	5800: Professional/Consulting Services And Operating Expenditures (b) Recruitment Fairs
Amount		\$6,757	\$7,000
Source		Base	Base
Budget Reference		1000-1999;3000-3999 Cert. Sal. & Ben. (f) New Teacher Academy (15 Teacher Stipends)	1000-1999;3000-3999 Cert. Sal. & Ben. (f) New Teacher Academy

Amount			\$1,761,743
Source			Parcel Tax
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (a) Highly Qualified Teachers (Core, Specialists, Principals, Other) 2 of 4
Amount			\$524,699
Source			Burlingame Community Education Foundation (BCE)
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (a) Highly Qualified Teachers (Core, Specialists, Principals, Other) 3 of 4
Amount			\$2,666,475
Source			Special Education
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (a) Highly Qualified Teachers (Core, Specialists, Principals, Other) 4 of 4

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 4

GOAL PO1: All students will have access to high quality rigorous instruction that is based on the Common Core Standards and measured by state and district common assessments.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

The following needs related to the following state priorities:

State Priority 2 (Implementation of State Standards):

State Priority 4 (Pupil Achievement), PIR Indicator 3 & Priority 8 (Other Pupil Outcomes):

- Students across all grade levels must acquire solid foundational skills for success in the next grade level
- Students identifying as English Learner, Low Income, Disabilities, and Foster Youth need assistance with achieving academic proficiency on district and state assessments

Supporting Data used to identify Need:

- Referencing the State Dashboard, district performance on CAASPP in ELA and Math achieved a status of "Very High" with an average growth of 6.1 points for Math and 1.6 points for English Language Arts for all students
- With regard to students with disabilities, on the state dashboard, the district has a status of "Low" with a decline of 10.2 points for English Language Arts and 6.6 points in Math

The Low-Performing Students Block Grant is serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as described in subdivision

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) ELA/Math CAASPP Assessment Data and State Dashboard performance indicators	<p>ELA/Math CAASPP Assessment Data :</p> <p>Dashboard 2016-17: Blue Performance (Very High) in ELA and Math with average growth of 11% for ELA/Math</p> <p>CAASPP 2015-16 At/Above Prof. Math: (All students) 76%, (EL) 50%, (SED) 45%, (Students with Disabilities) 34% ELA: (All students) 81%, (EL) 44%, (SED) 45%, (Students with Disabilities) 40%</p> <p>CAASPP 2014-15 At/Above Prof. Math: (All students) 72%, (EL) 42%, (SED) 39% ELA: (All students) 75%, (EL) 39%, (SED) 41%</p>	<p>- State CCSS CAASPP Assessments 80% of students perform at benchmark proficiency and students below benchmark will make 10% annual growth for Math and ELA.</p>	<ul style="list-style-type: none"> <li>State CCSS CAASPP Assessments 80% of students perform at benchmark proficiency and students below benchmark will make 10% annual growth for Math and ELA.</li> </ul> <p>State Dashboard Performance Indicator Measurements:</p> <p>Maintain:</p> <p>Blue Indicator for Math (all students)</p> <p>Growth :</p> <ul style="list-style-type: none"> <li>Increase the ELA green indicator to Blue (all students)</li> </ul>	<ul style="list-style-type: none"> <li>State CCSS CAASPP Assessments 80% of students perform at benchmark proficient or advanced</li> </ul> <p>State Dashboard Performance Indicator Measurements: (PIR)</p> <p>Growth :</p> <p>SWD increase from Orange in Math &amp; ELA to Yellow</p> <p>Red in Chronic Absenteeism and Suspensions to Yellow</p> <p>SED increase yellow in ELA to Green, Maintain Green in Math and increase Chronic Absenteeism and Suspensions from Red to Orange</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			(increase 6 points) <ul style="list-style-type: none"> <li>• Increase Students groups Low-income and Students with disabilities from orange to yellow in 2019-20 in ELA (increase 5 points)</li> <li>• Increase Students with disabilities from yellow to green in 2019-20 in Math (increase 5 points)</li> <li>• Increase Students that are low-income from orange to yellow in 2019-20 in Math (increase 5 points)</li> </ul>	EL  Maintain Green in ELA & Math, increase from Red to Orange in Chronic Absenteeism and Suspensions
(2) CST 2015-16; CAST data suspended until 2017-18	(2) CST 2015-16; CAST data suspended until 2017-18 Overall: 84%, EL: 55%, SED: 59% at or above benchmark	- To have 99% of 5th and 8th grade students participate in California Science Test (CAST) and obtain a baseline performance measurement.	Postpone growth goal until baseline data of CAST is available	Postpone growth goal until baseline data of CAST is available

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>(3) Local ELA and Math Assessment Data</p> <ul style="list-style-type: none"> <li>District CCSS aligned math assessments</li> <li>District Literacy Benchmark assessments</li> </ul>	<p>(3) Local ELA and Math Assessment Data</p> <p>(a.) District CCSS aligned assessments - Trimester 1 2016-17 Math Overall 74%, EL 52%, SED 52% at or above benchmark</p> <p>(b.) District Literacy Benchmark assessments District Literacy Benchmark Assessments Trimester 2. 2016-17. Overall: 71%, EL: 43%, SED: 39% at or above benchmark</p>	<ul style="list-style-type: none"> <li>By the end of the year, at least 80% of all students will be proficient in Reading as measured by recognized reading level assessments (such as: DRA/Rigby, District ELA benchmark assessments).</li> <li>Math achievement will be assessed through CCSS aligned math curriculum units and trimester assessments. At least 75% of students will be at the proficient grade level benchmark.</li> <li>75% of 3rd-8th grade students will show progress towards achieving grade level</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the year, at least 80% of all students will be proficient in Reading as measured by recognized reading level assessments (such as: DRA/Rigby, District ELA benchmark assessments).</li> <li>Math achievement will be assessed through CCSS aligned math curriculum units and trimester assessments. At least 75% of students will be at the proficient grade level benchmark.</li> <li>75% of 3rd-8th grade students will show progress towards achieving grade level</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the year, at least 80% of all students will be proficient in Reading as measured by recognized reading level assessments (such as: DRA/Rigby, District ELA benchmark assessments).</li> <li>Math achievement will be assessed through CCSS aligned math curriculum units and trimester assessments. At least 75% of students will be at the proficient grade level benchmark.</li> <li>75% of 3rd-8th grade students will show progress towards achieving grade level</li> </ul>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		proficiency in ELA and Math based on results of the mid-year Smarter Balanced-aligned practice test (state/local assessment).	proficiency in ELA and Math based on results of the mid-year Smarter Balanced-aligned practice test (state/local assessment).	proficiency in ELA and Math based on results of the mid-year Smarter Balanced-aligned practice test (state/local assessment).
(4) Reclassification of EL students as English proficient and State Dashboard	<p>(4) Reclassification of EL students as English proficient:</p> <p>State Dashboard 2016-17: Yellow Performance with a baseline of very high but a decline of 5.7% during 2012-2014</p> <p>In the following years the district has reclassified students as English proficient with a particular focus on Low Income, Foster Youth, Special Education.</p> <p>Students Reclassified English Proficient:</p> <p>2011/12: 17%</p> <p>2012/13: 12%</p> <p>2013/14: 11%</p> <p>2014/15: 32%</p> <p>2015/16: 26%</p> <p>2016/17: 24%</p>	- continue fostering English proficiency for ELL by redesignating students as English proficient at a rate of 15% a year.	<ul style="list-style-type: none"> <li>continue fostering English proficiency for ELL by redesignating students as English proficient at a rate of 15% a year.</li> </ul> <p>State Dashboard Performance Indicator Measurements:</p> <ul style="list-style-type: none"> <li>Increase EL progress from yellow to green by increasing progress from 79% to 85%</li> </ul>	<ul style="list-style-type: none"> <li>continue fostering English proficiency for ELL by redesignating students as English proficient at a rate of 15% a year.</li> </ul> <p>State Dashboard Performance Indicator Measurements:</p> <ul style="list-style-type: none"> <li>Postpone growth goal until EL Progress Indicator is available.</li> </ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(5) CELDT Performance Data; Replaced with ELPAC in 2017-18	(5) CELDT Performance Data; Replaced with ELPAC in 2017-18 CELDT 2012- 13: 35% of K-8 ELL were at intermediate or below. CELDT 2013-14: 50% of K-8 ELL were at intermediate or below. CELDT 2014-15: 46% of K-8 ELL were at intermediate or below. CELDT 2015-16: 65% (of 146 students tested) of K-8 ELL were at intermediate or below.	Postpone growth goal until baseline data of ELPAC is available	Postpone growth goal until baseline data of ELPAC is available	Postpone growth goal until baseline data of ELPAC is available
(6) EL Students - Length of time in EL program	(6) EL Students - Length of time in EL program (a) 16 students have been identified as EL for 7+ years (3% of EL student population) (b) 151 students have been identified as EL for 4+ year (24% of EL population)	3% or less of EL student population identified as Long Term English Learners (7+ years) 20% or less of EL population identified as At-Risk English Learners ( 4+ years)	3% or less of EL student population identified as Long Term English Learners (7+ years) 20% or less of EL population identified as At-Risk English Learners ( 4+ years)	3% or less of EL student population identified as Long Term English Learners (7+ years) 20% or less of EL population identified as At-Risk English Learners ( 4+ years)
(7) AMAO (8) Graduation, Drop-out, and A-G Rates/Requirements are not applicable to BSD, a TK-8 school district	<ul style="list-style-type: none"> <li>AS OF 2016-17 THE STATE OF CALIFORNIA DISCONTINUED THE AMAO BENCHMARKS AND</li> </ul>	NA	NA	NA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>DISTRICTS ARE NO LONGER ACCOUNTABLE FOR THIS.</p> <ul style="list-style-type: none"> <li>Burlingame School District is a K-8 district and Graduation Rates, Drop-out rates , and a-g requirements are not applicable metrics.</li> </ul>			

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

(a.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments  
(b.) District Assessment Calendar: details all (ELA and math) district assessments K-8 for Fall, Winter, and Spring Trimesters

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

(a.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments  
(b.) District Assessment Calendar: details all (ELA and math) district assessments K-8 for Fall, Winter, and Spring Trimesters

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2019-20 Actions/Services

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

(a.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments  
(b.) District Assessment Calendar: details all (ELA and math) district assessments K-8 for Fall, Winter, and Spring Trimesters

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$44,344	\$46,789	\$58,605
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (a) Assessment Coordinator (.3 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a) Assessment Coordinator (.3 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a) Assessment Coordinator (.3 FTE)

Amount	\$9,086	\$9,086	\$10,074
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (a) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (a) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (a) Illuminate
Amount	\$2,956	\$3,119	\$19,535
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (b) District Assessment Calendar (.02 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (b) District Assessment Calendar (.02 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (b) District Assessment Calendar (.1 FTE)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

English learners:

(c.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(d.) Work on ELD Professional Development around familiarizing and implementing ELD instruction

(e.) Utilize EL Specialists and Aide to provide services

(f.) Replenish resources and utilized proctors for the ELPAC assessment at the beginning of school year

(g.) Attended state coordinated ELPAC administration training.

Redesignated fluent English proficient pupils:

(h.) Data monitoring by classroom teacher, Rtl specialists, and EL specialists

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

English learners:

(c.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(d.) Work on ELD Professional Development around familiarizing and implementing ELD instruction

(e.) Utilize EL Specialists and Aide to provide services

(f.) Replenish resources and utilized proctors for the ELPAC assessment at the beginning of school year

(g.) Provide state coordinated ELPAC administration training.

Redesignated fluent English proficient pupils:

(h.) Data monitoring by classroom teacher, Rtl specialists, and EL specialists

PO1(I) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

English learners:

(c.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(d.) Work on ELD Professional Development around familiarizing and implementing ELD instruction

(e.) Utilize EL Specialists and Aide to provide services

(f.) Replenish resources and utilized proctors for the ELPAC assessment at the beginning of school year

(g.) Provided state coordinate ELPAC administration training.

Redesignated fluent English proficient pupils:

(h.) Data monitoring by classroom teacher, Rtl specialists, and EL specialists

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,128	\$26,514	\$39,071
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (c) Assessment Coordinator (.17 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) Assessment Coordinator (.17 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) Assessment Coordinator (.2 FTE)
Amount	\$4,543	\$4,543	\$5,037
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (c) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (c) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (c) Illuminate
Amount	\$5,000	\$5,000	\$3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (d) Professional Development	5800: Professional/Consulting Services And Operating Expenditures (d) Professional Development	5800: Professional/Consulting Services And Operating Expenditures (d) Professional Development
Amount	\$28,401	\$50,568	\$18,624
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (e,h) District ELL teachers (.4 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (e,h) District ELL teachers (.4 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (e,h) District ELL teachers (.3 FTE)
Amount	\$18,989	\$29,122	\$23,693
Source	Title III	Title III	Title III
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (e) District ELL Instructional Aide (.625 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (e) District ELL Instructional Aide (.625 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (e) District ELL Instructional Aide (.625 FTE)

Amount	\$12,000	\$12,500	\$12,750
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (f,g) ELPAC	5800: Professional/Consulting Services And Operating Expenditures (f,g) ELPAC	5800: Professional/Consulting Services And Operating Expenditures (f,g) ELPAC
Amount	\$12,432	\$12,517	\$12,804
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Rtl Specialists (.1 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Rtl Specialists (.1 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Rtl Specialists (.1 FTE)
Amount			\$6,760
Source			Burlingame Community Education Foundation (BCE)
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (d) Professional Development (Match Coach)
Amount			\$25,244
Source			Title III
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (e,h) District ELL teachers (.2 FTE)

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

PO1(l) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

Low Income and homeless pupils:

(i.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(j.) Continued development and implementation of student/parent outreach regarding available resources for before/after school tutoring, parent education, summer enrichment, etc.

(k.) Utilize/implement professional learning community time with site staff and Rtl teachers, to analyze student data and plan tier 1, tier 2, and enrichment interventions.

(l.) Identify students in designated unduplicated subcategories that are below

**2018-19 Actions/Services**

PO1(l) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

Low Income and homeless pupils:

(i.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(j.) Continued development and implementation of student/parent outreach regarding available resources for before/after school tutoring, parent education, summer enrichment, etc.

(k.) Utilize/implement professional learning community time with site staff and Rtl teachers, to analyze student data and plan tier 1, tier 2, and enrichment interventions.

(l.) Identify students in the designated unduplicated student categories that are

**2019-20 Actions/Services**

PO1(l) Analyze Data and Identify Students: Use formative assessment data to identify students that perform below the proficiency benchmark and implement intervention.

Low Income and homeless pupils:

(i.) ILLUMINATE Online Reporting System and Principal on Special Assignment monitor and identify students at, above, or below benchmark on formative and summative assessments

(j.) Continued development and implementation of student/parent outreach regarding available resources for before/after school tutoring, parent education, summer enrichment, etc.

(k.) Utilize/implement professional learning community time with site staff and Rtl teachers, to analyze student data and plan tier 1, tier 2, and enrichment interventions.

(l.) Identify students in designated unduplicated subcategories that are below

benchmark and give priority admission to intervention services

below benchmark and give priority admission to intervention services

benchmark and give priority admission to intervention services

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,521	\$17,156	\$48,839
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (i,j,l) Assessment Coordinator (.11 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i,j,l) Assessment Coordinator (.11 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i,j,l) Assessment Coordinator (.25 FTE)
Amount	\$3,634	\$3,634	\$4,030
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (i,l) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (i,l) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (i,l) Illuminate
Amount	\$23,633	\$25,035	\$25,608
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (k,l) Rtl Specialists	1000-1999;3000-3999 Cert. Sal. & Ben. (k,l) Rtl Specialists (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (k,l) Rtl Specialists (.2 FTE)
Amount			\$35,065
Source			Low Performing Block Grant
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (l,j,k) Tutoring

Amount			\$10,000
Source			Low Performing Block Grant
Budget Reference			4000-4999: Books And Supplies (I,j,k) Curriculum

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

(m.) Identify, organize, and utilize base program (ELA and math) resources for local assessments, rigorous instruction of

### 2018-19 Actions/Services

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

(m.) Identify, organize, and utilize base program (ELA and math) resources for local assessments, rigorous instruction of

### 2019-20 Actions/Services

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

(m.) Identify, organize, and utilize base program (ELA and math) resources for local assessments, rigorous instruction of

common core standards, and Tier 1 (within general classroom) interventions.  
(n.) Continue use of district Common Core aligned common assessments in math and ELA K-8.

common core standards, and Tier 1 & 2 (within general classroom) interventions.  
(n.) Continue use of district Common Core-aligned common assessments in math and ELA PreSchool-8.  
(n1.) Provide services for specialized academic instruction including behavioral and OT services.

common core standards, and Tier 1 & 2 (within general classroom) interventions.  
(n.) Continue use of district Common Core aligned common assessments in math and ELA PreSchool-8.  
(n1.) Provide services for specialized academic instruction including behavioral and OT services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,391	\$7,798	\$9,768
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (m) Assessment Coordinator (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (m) Assessment Coordinator (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (m) Assessment Coordinator (.05 FTE)
Amount	\$909	\$909	\$1,007
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (m) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (m) Illuminate	5800: Professional/Consulting Services And Operating Expenditures (m) Illuminate
Amount	\$23,633	\$25,035	\$25,035
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (n) Rtl Specialists (.1)	1000-1999;3000-3999 Cert. Sal. & Ben. (n) Rtl Specialists (.1)	1000-1999;3000-3999 Cert. Sal. & Ben. (n) Rtl Specialists (.1)

Amount	\$29,002	\$31,604	\$33,799
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (n) Math Assessments (Math Coach .25 FTE - BCE)	1000-1999;3000-3999 Cert. Sal. & Ben. (n) Math Assessments (Math Coach .25 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (n) Math Assessments (Math Coach .25 FTE)
Amount		\$1,943,100	\$1,955,932
Source		Base	Special Education
Budget Reference		2000-2999;3000-3999 Class Sal. & Ben. (n1) Special Ed Services	2000-2999;3000-3999 Class Sal. & Ben. (n1) Special Education Services

## Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

English Learners:

(o.) REACH Program for English Learners 6-8

(p.) RTI process and intervention programs during and after school (i.e. homework club, tutorials)

(q.) At the middle school, Math Lab classes and Language Arts Support and Intervention (using Read 180 program and Newsela)

(r.) Review and update as necessary 2017's Summer intervention/ enrichment programs (K-7)

(s.) Ensure 30 minutes of daily ELD instruction for all ELL students and implement GLAD learning strategies in daily curriculum

(t.) Utilize interns in the Amity International Educational Internship program, in classrooms to support EL learners

(u.) EL specialists and district administration meet to promote EL students to Redesigned fluent English proficient status.

(v.) Provide direct instruction to EL new comers

(w.) Identify EL and newcomer ELD support for general classroom teachers to embed into daily instruction.

Redesignated Fluent English Proficient pupils:

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

English Learners:

(o.) REACH Program for English Learners 6-8

(p.) RTI process and intervention programs during and after school (i.e. homework club, tutorials)

(q.) Math Lab classes and Language Arts Support and Intervention (using Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela)

(r.) Review and update as necessary 2019's Summer intervention/ enrichment programs (K-7)

(s.) Ensure 30 minutes of daily ELD instruction for all ELL students and implement ELD framework in daily curriculum

(t.) Utilize interns in the Amity International Educational Internship program, in classrooms to support EL learners

(u.) EL specialists and district administration meet to promote EL students to Redesigned fluent English proficient status.

(v.) Provide direct instruction to EL new comers and supportive curriculum identification/implementation

(w.) Identify EL and newcomer ELD support for general classroom teachers to embed into daily instruction.

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

English Learners:

(o.) Support for English Learners 6-8

(p.) RTI process and intervention programs during and after school (i.e. homework club, tutorials)

(q.) Math Lab classes and Language Arts Support and Intervention (using Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela)

(r.) Review and update as necessary 2019's Summer intervention/ enrichment programs (K-7)

(s.) Ensure 30 minutes of daily ELD instruction for all ELL students and implement ELD framework in daily curriculum

(t.) Utilize interns in the Amity International Educational Internship program, in classrooms to support EL learners

(u.) EL specialists and district administration meet to promote EL students to Redesigned fluent English proficient status.

(v.) Provide direct instruction to EL new comers and supportive curriculum identification/implementation

(w.) Identify EL and newcomer ELD support for general classroom teachers to embed into daily instruction.

Redesignated Fluent English Proficient pupils:

In addition to the items mentioned above:  
(x.) Monitor student academic progress for 2 years after RFEP date by district EL specialist and classroom teachers district

(x.) Initiate Board approved alternative to assessing students with disabilities as Redesignated Fluent English Proficient

Redesignated Fluent English Proficient pupils:  
In addition to the items mentioned above:  
(y.) Monitor student academic progress for 2 years after RFEP date by district EL specialist and classroom

In addition to the items mentioned above:  
(x.) Monitor student academic progress for 2 years after RFEP date by district EL specialist and classroom

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,234	\$29,764	\$64,737
Source	Supplemental	Supplemental	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (o) REACH Program (.24 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (o) REACH Program (.24 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (o) English Learner Support (.5 FTE)
Amount	\$11,000	\$11,000	\$11,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (p) Hourly After School Tutoring	1000-1999;3000-3999 Cert. Sal. & Ben. (p) Hourly After School Tutoring	1000-1999;3000-3999 Cert. Sal. & Ben. (p) Hourly After School Tutoring
Amount	\$165,432	\$175,242	\$179,259
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (p) Rtl Specialists (1.4 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (p) Rtl Specialists (1.4 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (p) Rtl Specialists (1.4 FTE)

Amount	\$29,500	\$25,000	\$25,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (q) Math Lab, Read 180, Newsela, ReadLive	5800: Professional/Consulting Services And Operating Expenditures (q) Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela	5800: Professional/Consulting Services And Operating Expenditures (q) Read 180, ALEX (Math), FLEX (ELA), Just Words (4-8), Foundations (K-3), and Newsela
Amount	\$13,373	\$24,632	\$10,725
Source	Title III	Title III	Title III
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (s) ELD Instruction (.12 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (s) ELD Instruction (.19 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (s) ELD Instruction (.19 FTE)
Amount	\$44,273	\$56,101	\$55,058
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (s) ELD Instruction (.62 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (s) ELD Instruction (.43 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (s) ELD Instruction (.43 FTE)
Amount	\$10,570	\$21,980	\$12,282
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (t) Amity Interns	2000-2999;3000-3999 Class Sal. & Ben. (t) Amity Interns	2000-2999;3000-3999 Class Sal. & Ben. (t) Amity Interns
Amount	\$12,537	\$44,539	\$42,385
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (u,w,x) EL & Newcomer Support Identification (.17 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (u,w,x) EL & Newcomer Support Identification (.36 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (u,w,x) EL & Newcomer Support Identification (.36 FTE)



Amount	\$14,490	\$6,523	\$64,021
Source	Title III	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (v) Direct Newcomer Instruction (.13 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (v) Direct Newcomer Instruction (.07 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (v) Direct Newcomer Instruction (.5 FTE)
Amount	\$7,391	\$7,798	\$9,768
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (r) Assessment Coordinator (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (r) Assessment Coordinator (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (r) Assessment Coordinator (.05 FTE)

## Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

Low Income:

(y.) Point person (ELL specialists, aides) to establish personal connections and follow-up on individual student achievement

(z.) Outreach to families communicating tutoring and homework assistance

(aa.) Provide priority enrollment in after school intervention programs (Tutoring and Summer Enrichment Program)

(bb.) Continued implementation of a research based, targeted reading intervention such as "Read 180"

(cc.) Review and update as necessary 2017's Summer intervention/ enrichment programs (K-4) low SED student invites  
(dd.) Summer Pre-K Readiness Program - 2 weeks, half day for EL, SED, and Foster Youth

(o1.) REACH Program for SED students in grades 6-8

(o2.) RTI process and intervention programs during school

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

Low Income:

(z.) Point person (ELL specialists, aides) to establish personal connections and follow-up on individual student achievement

(aa.) Outreach to families communicating tutoring and homework assistance

(bb.) Provide priority enrollment in after-school intervention programs (Tutoring and engagement Program - updated for during the school year only)

(cc.) Continued implementation of a research-based, targeted reading intervention such as "Read 180"

(dd.) Review and update as necessary 2019's Summer intervention/ enrichment programs (K-4) low SED student invites (updated to reflect summer only)

(ee) Summer Pre-K Readiness Program - 2 weeks, half day for EL, SED, and Foster Youth

(o1.) REACH Program for SED students in grades 6-8

(o2.) RTI process and intervention programs during school

PO1(II) Student achievement will be improved through implementation of a Base curriculum and tiered interventions aligned to the Common Core State Standards

Low Income:

(y.) Point person (ELL specialists, aides) to establish personal connections and follow-up on individual student achievement

(z.) Outreach to families communicating tutoring and homework assistance

(aa.) Provide priority enrollment in after school intervention programs (Tutoring and engagement Program - updated for during the school year only)

(bb.) Continued implementation of a research based, targeted reading intervention such as "Read 180"

(cc.) Review and update as necessary 2019's Summer intervention/ enrichment programs (K-4) low SED student invites (updated to reflect summer only)

(dd.) Summer Pre-K Readiness Program - 4 weeks, half day for EL, SED, and Foster Youth

(o1.) Support for SED students in grades 6-8

(o2.) RTI process and intervention programs during school

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,686	\$9,133	\$6,345
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (y,z) ELL Specialist (.08 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (y,z) ELL Specialist (.07 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (y,z) ELL Specialist and RTI (.07 FTE)
Amount	\$2,127	\$3,013	\$2,654
Source	Title III	Title III	Title III
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (y,z) ELL Aide (.07 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (y,z) ELL Aide (.07 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (y,z) ELL Aide (.07 FTE)
Amount	\$0.00	\$11,000	\$11,584
Source		Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (aa) Summer Intervention Priority-No Direct Cost	1000-1999;3000-3999 Cert. Sal. & Ben. (aa) After School Tutoring (Homework Grant)	1000-1999;3000-3999 Cert. Sal. & Ben. (aa) After School Tutoring (Homework Grant)
Amount	\$10,000	\$2,000	\$2,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (bb) Read 180	5800: Professional/Consulting Services And Operating Expenditures (bb) Read 180	5800: Professional/Consulting Services And Operating Expenditures (bb) Read 180

Amount	\$43,200	\$47,428	\$42,250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (bb) Summer Intervention/Enrichment	5800: Professional/Consulting Services And Operating Expenditures (cc) Summer Intervention/Enrichment	5800: Professional/Consulting Services And Operating Expenditures (cc) Summer Intervention/Enrichment
Amount	\$43,200	\$43,200	\$37,250
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (cc) Summer Intervention/Enrichment	5800: Professional/Consulting Services And Operating Expenditures (cc) Summer Intervention/Enrichment	5800: Professional/Consulting Services And Operating Expenditures (cc) Summer Intervention/Enrichment
Amount	\$6,000	\$6,000	\$5,853
Source	Title I	Title I	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (dd) Summer Pre-K	1000-1999;3000-3999 Cert. Sal. & Ben. (dd) Summer Pre-K	1000-1999;3000-3999 Cert. Sal. & Ben. (dd) Summer Pre-K
Amount	\$13,234	\$29,764	\$64,737
Source	Supplemental	Supplemental	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (o1) REACH Program	1000-1999;3000-3999 Cert. Sal. & Ben. (o1) REACH Program	1000-1999;3000-3999 Cert. Sal. & Ben. (o1) Support Program
Amount	\$330,865	\$350,484	\$249,682
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (o2) Rti Specialists (2.8 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (o2) Rti Specialists (2.8 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (o2) Rti Specialists (2.38 FTE)

Amount		\$117,165	\$117,165
Source		Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference		2000-2999;3000-3999 Class Sal. & Ben. (o2) Instructional Aides	2000-2999;3000-3999 Class Sal. & Ben. (o2) Instructional Aides

## Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

### 2017-18 Actions/Services

PO1 (III) Expand and support student academic achievement by providing coaching, resources, and professional development to district staff for Tier 1 instruction within the classroom.

(ee.) Provide Rtl, EL specialists, and math instructional coach with professional

Select from New, Modified, or Unchanged for 2018-19

Modified Action

### 2018-19 Actions/Services

PO1 (III) Expand and support student academic achievement by providing coaching, resources, and professional development to district staff for Tier 1 instruction within the classroom.

(ff.) Provide Rtl, EL specialists, and math instructional coach with professional

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2019-20 Actions/Services

PO1 (III) Expand and support student academic achievement by providing coaching, resources, and professional development to district staff for Tier 1 instruction within the classroom.

(ee.) Provide Rtl, EL specialists, and math instructional coach with professional

development on Rtl models and instructional support.

(gg.) Continue with modified Swun Math coaching (started in 2014)

(hh.) Visual and Performing Arts development and instruction

(ii.) Science support and professional development through the San Mateo County Office of Education

(jj.) District Director of Innovation of Teaching and Learning will develop and support STEAM (Science, Technology, Engineering, Art, and Music) initiatives across the district.

(kk.) Reading Apprenticeship professional development

(ll.) Provide Dyslexia and behavior management training across school district (general education teachers, Rtl Specialists, and Resource Special Education (RSP) Teachers)

(mm.) Give RSP staff training on designated supports/accommodations that provide students with disabilities resources to access curriculum and district/state testing

Students with disabilities:

(nn.) Resource Special Education staff professional development on district Common Core aligned curriculum and supporting students with disabilities access to the curriculum

development on Rtl models and instructional support.

(gg.) Continue with Swun Math coaching (started in 2014)

(hh.) Visual and Performing Arts development and instruction

(ii.) Science support and professional development through the San Mateo County Office of Education (NGSS Academies)

(jj.) District Director of Innovation of Teaching and Learning will develop and support STEAM (Science, Technology, Engineering, Art, and Music) initiatives across the district.

(kk.) Reading Apprenticeship and Learning Ally professional development

(ll.) Provide Dyslexia and behavior management training across the school district (general education teachers, Rtl Specialists, and Resource Special Education (RSP) Teachers)

(mm.) Give RSP staff training on designated supports/accommodations that provide students with disabilities resources to access curriculum and district/state testing

Students with disabilities:

(nn.) Resource Special Education staff professional development on district Common Core-aligned curriculum and supporting students with disabilities. Provide students access to transportation and facilities that allow for appropriate accommodations and least restrictive environment.

development on Rtl models and instructional support.

(gg.) Continue with modified Swun Math coaching (started in 2014)

(hh.) Visual and Performing Arts development and instruction

(ii.) Science support and professional development through the San Mateo County Office of Education

(jj.) District Director of Innovation of Teaching and Learning will develop and support STEAM (Science, Technology, Engineering, Art, and Music) initiatives across the district.

(kk.) Reading Apprenticeship and Learning Ally professional development

(ll.) Behavior management training across school district (general education teachers, Rtl Specialists, and Resource Special Education (RSP) Teachers)

(mm.) Give RSP staff training on designated supports/accommodations that provide students with disabilities resources to access curriculum and district/state testing

Students with disabilities: (PIR)

(nn.) Resource Special Education staff professional development on district Common Core aligned curriculum and supporting students with disabilities. Provide students access to transportation and facilities that allow for appropriate accommodations and least restrictive environment.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (ee) Rtl/EL Professional Development	5800: Professional/Consulting Services And Operating Expenditures (ee,mm) Rtl/EL,Professional Development	5800: Professional/Consulting Services And Operating Expenditures (ee) Rtl/EL Professional Development
Amount	\$100,000	\$100,000	\$100,000
Source	LCFF	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (gg) Swun Math Coaching	5800: Professional/Consulting Services And Operating Expenditures (gg) Swun Math Coaching	5800: Professional/Consulting Services And Operating Expenditures (gg) Swun Math Coaching
Amount	\$87,005	\$94,812	\$94,638
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (gg) Math Coach (.75 FTE - BCE)	1000-1999;3000-3999 Cert. Sal. & Ben. (gg) Math Coach (.75 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (gg) Math Coach (.7 FTE)
Amount	\$34,000	\$34,000	\$34,000
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (hh) VAPA (BCE)	5800: Professional/Consulting Services And Operating Expenditures (hh) VAPA	5800: Professional/Consulting Services And Operating Expenditures (hh) VAPA

Amount	\$6,000	\$7,500	\$7,500
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (ii) Science Support-SMCOE (BCE)	5800: Professional/Consulting Services And Operating Expenditures (ii) Science Support-SMCOE	5800: Professional/Consulting Services And Operating Expenditures (ii) Science Support-SMCOE
Amount	\$12,000	\$12,000	\$12,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (kk) Reading Apprenticeship	5800: Professional/Consulting Services And Operating Expenditures (kk) Reading Apprenticeship, Learning Ally	5800: Professional/Consulting Services And Operating Expenditures (kk) Reading Apprenticeship, Learning Ally
Amount	\$100,000	\$1,195,199	\$1,236,683
Source	LCFF	Base	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (gg) Swun Math Coaching	5800: Professional/Consulting Services And Operating Expenditures (nn.) Special Education Transportation and Accommodations	5800: Professional/Consulting Services And Operating Expenditures (nn.) Special Education Transportation and Accommodations
Amount	\$180,686	\$200,684	\$148,125
Source	Other	Base	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (jj)Director of Innovation, Teaching and Learning (1 FTE - BCE)	1000-1999;3000-3999 Cert. Sal. & Ben. (jj) Director of Innovation, Teaching and Learning (1 FTE - BCE)	1000-1999;3000-3999 Cert. Sal. & Ben. (jj) Director of Innovation, Teaching and Learning (1 FTE)



Amount	\$5,000	\$19,700	\$10,000
Source	LCFF	Title II	Title II
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (II) Dyslexia and Behavior Training	5800: Professional/Consulting Services And Operating Expenditures (II,mm) Dyslexia and Behavior Training	5800: Professional/Consulting Services And Operating Expenditures (II,mm) Behavior Training
Amount	\$5,000	\$145,000	\$30,000
Source	LCFF	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (mm) RSP Training and Professional Development	1000-1999;3000-3999 Cert. Sal. & Ben. (jj) STEAM, Other Support (subs & stipends for training)	5800: Professional/Consulting Services And Operating Expenditures (jj) STEAM, Other Support (subs & stipends for training)

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 5

GOAL PO2:

All students will have access to high quality programs that support and enrich the Common Core.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

- (1) Feedback from community regarding quality and quantity of programs that enrich the Common Core
- (2) Participation of all students in curricula that is enriching
- (3) Ensure VAPA is being used with fidelity and align with new goals of a 3-5 year district plan
- (4) Support a balanced enrollment of English to Native Spanish speakers in the district's Spanish Dual Immersion Program. To support the goal of maintaining a 50:50 model in the immersion program.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) LCAP Survey feedback from Parent Community and Staff	(1a) LCAP Survey feedback from Parent Community and Staff (APPENDIX Results of 2016 Survey)	<ul style="list-style-type: none"><li>• Maintain a high rate of parent responses on annual LCAP survey (500</li></ul>	<ul style="list-style-type: none"><li>• Maintain a high rate of parent responses on annual LCAP survey (500</li></ul>	<ul style="list-style-type: none"><li>• Maintain a high rate of responses on annual LCAP survey (500</li></ul>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Parent Response: 507 parent responses Staff Response: 121 staff responses (of 300 staff employees) Positive Feedback: to be measured in future	responses or more) <ul style="list-style-type: none"> <li>• Maintain a high rate of staff responses on annual LCAP survey (100 responses or more)</li> <li>• Add an overarching question to survey to measure positive response rate (baseline year)</li> <li>• Survey Special Education District Advisory Council (SEDAC) (baseline year)</li> </ul>	responses or more) <ul style="list-style-type: none"> <li>• Maintain a high rate of staff responses on annual LCAP survey (100 responses or more)</li> <li>• Identify desired percent of growth for parent/staff positive feedback on annual LCAP survey (based on baseline data in 2016-17)</li> <li>• Identify desired percent of growth for SEDAC positive feedback on annual survey (based on baseline data in 2017-18)</li> </ul>	responses or more) <ul style="list-style-type: none"> <li>• Maintain a high rate of comments on annual LCAP survey (500 comments or more)</li> <li>• Maintain a high rate of ratings on annual LCAP survey (5000 ratings or more)</li> </ul>
(2) Course offerings at Middle School	(2) Course offerings at Middle School as of 2016-17 100% participation in at least one STEAM elective	- Maintain 100% of enrollment in 6-8 STEAM and foreign language courses at a rate of 1 elective per student	- Maintain 100% of enrollment in 6-8 STEAM and foreign language courses at a rate of 1 elective per student	- Maintain 100% of enrollment in 6-8 STEAM and foreign language courses at a rate of 1 elective per student

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(3) Visual and Performing Arts (VAPA) Satisfaction survey	(3) Visual and Performing Arts (VAPA) Satisfaction survey - baseline data pending from 2017 Spring Parent/Staff survey	- District-wide consistent participation of students utilizing and integrating a visual and performing arts curriculum (TK -8) as measured by 2017 VAPA Survey	- District-wide consistent participation of students utilizing and integrating a visual and performing arts curriculum (TK -8) as measured by 2018 VAPA Survey	- District-wide consistent participation of students utilizing and integrating a visual and performing arts curriculum (TK -8) as measured by 2019 VAPA Survey (100% of teachers integrating art in their lessons monthly)
(4) Enrollment of Native Spanish speaking students in the Dual Immersion Spanish program	(4) Enrollment of Native Spanish speaking students in the Dual Immersion Spanish program. As of 2016-17 Dual Immersion Kindergarten enrollment: 27 Speak English only compared to 19 Native Spanish Speaking students.	- Increase Kinder Dual Immersion Enrollment to 50/50	- Achieve Kinder Dual Immersion Enrollment to 50/50	- Achieve Kinder Dual Immersion Enrollment to 50/50

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

(a.) Continue to develop an integrated VAPA (visual and performing arts) program (Year 3 of 3) with a focus on identified grade level standards.  
 (b.) In addition to an integrated VAPA program, provide music education for all grades Tk-8.  
 (c.) Continue with the process to identify and monitor enrollment in STEAM courses (Design Lab, Think Tank, KBIS, Math Counts, Engineering, Intro into coding, Robotics, Stock Market, and Multi-Media Studies. Art Expo, band, choir) and foreign language electives (Italian, Mandarin, Spanish)  
 (d.) Work with assistant principal to facilitate personal relationships and encourage enrollment in STEAM & foreign language courses.  
 (e.) Research and roll-out web based student learning programs such as Newsela, Mystery Science, Kid Discover, Scootpad.

**2018-19 Actions/Services**

(a.) Continue an integrated VAPA (visual and performing arts) program with a focus on identified grade level standards.  
 (b.) In addition to an integrated VAPA program, provide music education for all students Tk-8.  
 (c.) Continue with the process to identify and monitor enrollment in STEAM courses (Design Lab, Think Tank, KBIS, Math Counts, Engineering, Intro into coding, Robotics, Stock Market, and Multi-Media Studies. Art Expo, band, choir) and foreign language electives (Italian, Mandarin, Spanish)  
 (d.) Work with assistant principals to facilitate appropriate student placement in STEAM & foreign language courses.  
 (e.) Research and roll-out web-based student learning programs such as Newsela, Mystery Science, Kid Discover, Scootpad.

**2019-20 Actions/Services**

(a.) Continue an integrated VAPA (visual and performing arts) program with a focus on identified grade level standards.  
 (b.) In addition to an integrated VAPA program, provide music education for all grades Tk-8.  
 (c.) Continue with the process to identify and monitor enrollment in STEAM courses (Design Lab, Think Tank, KBIS, Math Counts, Engineering, Intro into coding, Robotics, Stock Market, and Multi-Media Studies. Art Expo, band, choir) and foreign language electives (Italian, Mandarin, Spanish)  
 (d.) Work with assistant principals to facilitate personal relationships and encourage enrollment in STEAM & foreign language courses.  
 (e.) Continue web based student learning programs such as Newsela, Mystery Science, Kid Discover, Scootpad.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,000	\$34,000	\$34,000
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (a) VAPA (BCE)	5800: Professional/Consulting Services And Operating Expenditures (a) VAPA	5800: Professional/Consulting Services And Operating Expenditures (a) VAPA
Amount	\$553,878	\$563,667	\$661,086
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (b) Music (5 FTE - BCE)	1000-1999;3000-3999 Cert. Sal. & Ben. (b) Music (5 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (b) Music (6 FTE)
Amount	\$23,606	\$24,747	\$26,037
Source	LCFF	Base	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (c) Middle School Counselor (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) Middle School Counselor (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) Middle School Counselor (.2 FTE)
Amount	\$411,119	\$264,289	\$1,896,612
Source	Other	Parcel Tax	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (c) STEAM (3.75 FTE - Parcel Tax)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) STEAM (2.5 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) STEAM
Amount	\$858,351	\$1,315,469	\$0.00
Source	LCFF	Base	
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (c) STEAM (7.83 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (c) STEAM (13.5 FTE)	(c) Combined with STEAM in base

Amount	\$0.00	\$165,903	\$182,903
Source	LCFF	Base	Base
Budget Reference	(d) Personal Relationships (No Direct Cost)	1000-1999;3000-3999 Cert. Sal. & Ben. (d) Student Placements (VP-1 FTE)	1000-1999: Certificated Personnel Salaries (d) Student Placements (VP-1 FTE)
Amount	\$12,000	\$10,000	\$10,000
Source	Supplemental	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (e) Web based Learning Programs	5800: Professional/Consulting Services And Operating Expenditures (e) Web based Learning Programs	5800: Professional/Consulting Services And Operating Expenditures (e) Web based Learning Programs
Amount	\$15,000	\$12,402	\$8,118
Source	Other	Burlingame Community Education Foundation (BCE)	Burlingame Community Education Foundation (BCE)
Budget Reference	4000-4999: Books And Supplies (b) Music Supplies (BCE and Grant)	4000-4999: Books And Supplies (b) Music Supplies	4000-4999: Books And Supplies (b) Music Supplies
Amount	\$24,000	\$22,000	\$22,000
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (b) Music Support (Grant)	5800: Professional/Consulting Services And Operating Expenditures (b) Music Support (Grant)	5800: Professional/Consulting Services And Operating Expenditures (b) Music Support (Grant)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

English Learners & Redesigned Fluent English Proficient:

(h.) Provide communication in the languages that are most prevalent in our district (in particular Spanish) and Robo calls in English and Spanish

(i.) Host Parent Information nights (Dual Immersion, School-wide Enrichment, VAPA, Elementary transition, Title I) with translation services

(j.) Provide communication to community (i.e. newsletters, program highlights, meetings, etc.)

(k.) Elementary Site Secretaries will inform parents during kindergarten registration about the Dual Immersion program opportunity (with a special focus on Native Spanish Speakers and dual language learners)

**2018-19 Actions/Services**

English Learners & Redesigned Fluent English Proficient:

(h.) Provide communication in the languages that are most prevalent in our district (in particular Spanish) and Robo calls in English and Spanish

(i.) Host Parent Information nights (Dual Immersion, School-wide Enrichment, VAPA, Elementary transition, Title I) with translation services. Implemented Latino

Family Network working with Hispanic families with guardian engagement

(j.) Provide communication to community (i.e. newsletters, program highlights, meetings, etc.)

(k.) Elementary Site Secretaries will inform parents during kindergarten registration about the Dual Immersion program opportunity (with a special focus on Native Spanish Speakers and dual language learners)

**2019-20 Actions/Services**

English Learners & Redesigned Fluent English Proficient:

(h.) Provide communication in the languages that are most prevalent in our district (in particular Spanish) and Robo calls in English and Spanish

(i.) Host Parent Information nights (Dual Immersion, School-wide Enrichment, VAPA, Elementary transition, Title I) with translation services

(j.) Provide communication to community (i.e. newsletters, program highlights, meetings, etc.)

(k.) Elementary Site Secretaries will inform parents during kindergarten registration about the Dual Immersion program opportunity (with a special focus on Native Spanish Speakers and dual language learners)

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,500	\$1,000
Source	LCFF	Base	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (h,i) Translation Services	5800: Professional/Consulting Services And Operating Expenditures (h,i) Translation Services	5800: Professional/Consulting Services And Operating Expenditures (h,i) Translation Services
Amount	\$400	\$400	\$400
Source	LCFF	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (j) Community Communication	5800: Professional/Consulting Services And Operating Expenditures (j) Community Communication	5800: Professional/Consulting Services And Operating Expenditures (j) Community Communication
Amount	\$1,522	\$249,334	\$271,153
Source	Base	Base	Base
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (k) DI information	2000-2999;3000-3999 Class Sal. & Ben. (k) DI information-Secretaries (3 FTE)	2000-2999;3000-3999 Class Sal. & Ben. k) DI information-Secretaries (3 FTE)
Amount			\$9,768
Source			Supplemental
Budget Reference			1000-1999;3000-3999 Cert. Sal. & Ben. (i) Parent Information Nights

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 6

Goal E1: Students must attend school in order to receive high quality instruction. Students should attend 90% of the school year, missing no more than 10% (or 18 days) of the academic school year.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

Based on the state mandated student attendance requirement, students should not miss more than 10% of the school year.

The Low-Performing Students Block Grant is serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as described in subdivision

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) Chronic Absenteeism: Number of Students absent more than 10% of school year report (PowerSchool)	2016-17 Percent of students missing more than 10% of school (September 1 - March 18) All Students: 5% (153 students) EL Students: 17% (26 students)	90% of students will attend 90% of school year. (2017-18 Projected enrollment 3,456 = 3,100 students attend school = no more than 356 students will miss more than 18 days of	Continue to work toward 90% of students will attend 90% of school year.	Continue to work toward 90% of students will attend 90% of school year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Low-income Students: 20% (31 students)</p> <p>Elementary Students: 65% (99 students)</p> <p>Middle School Students: 35% (54 students)</p> <p>2015-16 Percent of students missing more than 10% of school (September 1 - March 18)</p> <p>All Students: 4% (of 3,349 students)</p> <p>EL Students: 5% (of 499 students)</p> <p>Low-income Students: 11% (of 275 students)</p> <p>Elementary Students: 4% (89 students)</p> <p>Middle School Students: 4% (44 students)</p>	school or 10% of school year = 181 days		
(2) Average Daily Attendance (ADA)	2016-17 the Average Daily Attendance for 3,291 students was 97%	Maintain ADA percent	Maintain ADA percent	Maintain ADA percent
(3) Student Drop-out Rate and Expulsion rates	As of 2016-17 no students were reported as drop-outs and no students were expelled	maintained 0% drop-out and expulsion rates	maintain 0% drop-out and expulsion rates	maintain 0% drop-out and expulsion rates

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 Actions/Services**

(a.) Site attendance review team (consisting of Principal and designated support staff) will develop intervention plans that will support identified students  
(b.) Monitor attendance and site administration team will provide written notice (using district standards and letters) to families of students not meeting attendance criteria as set by district criteria  
(c.) Communicate district attendance standards via school handbooks and newsletters  
(d.) provide support to families of students with attendance issues; refer families to outside support  
(e.) SARB (School Attendance Review Board) meetings with family/student to

**2018-19 Actions/Services**

(a.) Site attendance review team (consisting of Principal and designated support staff) will develop intervention plans that will support identified students  
(b.) Monitor attendance and site administration team will provide written notice (using district standards and letters) to families of students not meeting attendance criteria as set by district criteria  
(c.) Communicate district attendance standards via school handbooks and newsletters  
(d.) provide support to families of students with attendance issues; refer families to outside support  
(e.) SARB (School Attendance Review Board) meetings with family/student to

**2019-20 Actions/Services**

(a.) Site attendance review team (consisting of Principal and designated support staff) will develop intervention plans that will support identified students  
(b.) Monitor attendance and site administration team will provide written notice (using district standards and letters) to families of students not meeting attendance criteria as set by district criteria  
(c.) Communicate district attendance standards via school handbooks and newsletters  
(d.) provide support to families of students with attendance issues; refer families to outside support  
(e.) SARB (School Attendance Review Board) meetings with family/student to

create action plan to support family and student.  
(f.) Phone call to families to communicate student absence  
(g.) Send commendation letters/awards to students and parents for improved and perfect school attendance

create action plan to support family and student.  
(f.) Phone call to families to communicate student absence  
(l.) Parent Education on importance of school attendance and independent study  
(m.) Perform and absenteeism analysis to understand the nature of student absences.

create action plan to support family and student.  
(f.) Phone call to families to communicate student absence

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,677	\$6,902	\$7,550
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (b) Power School	5800: Professional/Consulting Services And Operating Expenditures (b) Power School	5800: Professional/Consulting Services And Operating Expenditures (b) Power School
Amount	\$41,458	\$45,009	\$48,974
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (a,b,d,e) Elementary Counseling Support – (.4 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,b,d,e) Elementary Counseling Support – (.4 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,b,d,e) Elementary Counseling Support – (.4 FTE)
Amount	\$29,508	\$30,934	\$32,546
Source	LCFF	Base	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (a,b,d,e) Middle School Counseling Support – (.25 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,b,d,e) Middle School Counseling Support – (.25 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,b,d,e) Middle School Counseling Support – (.25 FTE)

Amount	\$54,772	\$288,395	\$314,190
Source	Base	Base	Base
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (b) Clerical Support for Attendance Tracking – Notifications to Parents – (.875 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (b,f) Clerical Support for Attendance Tracking – Notifications to Parents – (3.25 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (b,f) Clerical Support for Attendance Tracking – Notifications to Parents – (3.5 FTE)
Amount	\$400	\$400	\$400
Source	LCFF	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures (c) Constant Contact	5000-5999: Services And Other Operating Expenditures (c) Constant Contact	5000-5999: Services And Other Operating Expenditures (c) Constant Contact
Amount	\$1,500		\$0.00
Source	LCFF		
Budget Reference	5900: Communications (f) Absence communication	5800: Professional/Consulting Services And Operating Expenditures (f) Absence communication-cost included in b	5800: Professional/Consulting Services And Operating Expenditures (f) Absence communication-cost included in b
Amount	\$500		\$0.00
Source	LCFF		
Budget Reference	4000-4999: Books And Supplies (g) Attendance Awards	(b) Attendance Awards (Discontinued)	(b) Attendance Awards (Discontinued),
Amount	\$20,902	\$24,187	\$25,450
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (a, d) District Nurse (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a, d) District Nurse (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a, d) District Nurse (.2 FTE)

Amount		\$120,270	\$126,308
Source		Base	Base
Budget Reference		1000-1999;3000-3999 Cert. Sal. & Ben. (e,d) Asst. Supt, Ed Services	1000-1999;3000-3999 Cert. Sal. & Ben. (e,d) Asst. Supt, Ed Services
Amount		\$0	\$0
Budget Reference		(l,m) No cost estimated	(g, h) no cost estimated

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

English Learners:  
(h.) In addition to telephone parent guardians, use bi-lingual support staff for families that do not speak English

### 2018-19 Actions/Services

English Learners:  
(h.) In addition to telephone parent guardians, use bi-lingual support staff for families that do not speak English

### 2019-20 Actions/Services

English Learners:  
(h.) In addition to telephone parent guardians, use bi-lingual support staff for families that do not speak English

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$911	\$1,339	\$1,137
Source	Title III	Title III	Title III
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (h) El Aide (.03 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (h) El Aide (.03 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (h) El Aide (.03 FTE)
Amount	\$15,676	\$18,140	\$19,088
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Bilingual Nurse (.15 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Bilingual Nurse (.15 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Bilingual Nurse (.15 FTE)

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>Low-income:            (i.) Director of Students Services and other appropriate school personnel will make home visits to engage parents about the importance of school attendance.            (j.) provide healthy meal options for students to support a healthy lifestyle that contributes to positive attendance</p>	<p>Low-income:            (i.) Students Services and other appropriate school personnel will make home visits to engage parents about the importance of school attendance.            (j.) provide healthy meal options for students to support a healthy lifestyle that contributes to positive attendance</p>	<p>Low-income/Homeless:            (i.) Students Services and other appropriate school personnel will make home visits to engage parents about the importance of school attendance.            (j.) provide healthy meal options for students to support a healthy lifestyle that contributes to positive attendance</p>

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,182	\$5,626	\$6,122
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Elementary Counselor (0.05) FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Elementary Counselor (0.05) FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Elementary Counselor (0.05) FTE)
Amount	\$37,197	\$5,085	\$6,075
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (j) Wellness Coordinator (.42 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (j) Wellness Coordinator (.05 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (j) Wellness Coordinator (.05 FTE)
Amount	\$10,451	\$12,094	\$12,725
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (i) District Nurse (.1 FTE)	1000-1999: Certificated Personnel Salaries (i) District Nurse (.1 FTE)	1000-1999: Certificated Personnel Salaries (i) District Nurse (.1 FTE)

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Foster Youth:  
(k.)Identified specific school attendance barriers faced by foster youth, homeless youth, and youth with mental health challenges addressed through (1) School Nurse, (2) Counseling, (3) Transportation Support. (4) Nutrition Services, (5) Parent Education (6) Research systems for additional barriers

**2018-19 Actions/Services**

Foster Youth:  
(k.)Identified specific school attendance barriers faced by foster youth, homeless youth, and youth with mental health challenges addressed through (1) School Nurse, (2) Counseling, (3) Transportation Support. (4) Nutrition Services, (5) Parent Education (6) Research systems for additional barriers

**2019-20 Actions/Services**

Foster Youth:  
(k.)Identified specific school attendance barriers faced by foster youth, homeless youth, and youth with mental health challenges addressed through (1) School Nurse, (2) Counseling, (3) Transportation Support. (4) Nutrition Services, (5) Parent Education (6) Research systems for additional barriers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,225	\$6,047	\$6,363
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (k) District Nurse (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (k) District Nurse (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (k) District Nurse .05 FTE)

## Action 5

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	All Schools
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## Actions/Services

		New Action
		<p>(a.) Site attendance review team (consisting of Principal and designated support staff) will develop intervention plans that will support identified students</p> <p>(b.) Monitor attendance and site administration team will provide written notice (using district standards and letters) to families of students not meeting attendance criteria as set by district criteria</p> <p>(c.) Communicate district attendance standards via school handbooks and newsletters</p> <p>(d.) provide support to families of students with attendance issues; refer families to outside support</p> <p>(e.) SARB (School Attendance Review Board) meetings with family/student to</p>

		create action plan to support family and student. (f.) Phone call to families to communicate student absence
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**Budgeted Expenditures**

Amount			\$10,000
Source			Low Performing Block Grant
Budget Reference			5000-5999: Services And Other Operating Expenditures (d) Family support

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 7

Goal E2: Students will learn positive social-emotional skills and maintain collaborative learning relationships, resulting in a reduced number of office referrals as measured through student referrals (numbers and nature of referral), student, and staff surveys that identify skills that work to form positive and collaborative relationships.

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need:

As a result of the Performance Indicator Results Suspension Indicator, we are going to address students social-emotional needs.

(1) Ensure students social-emotional needs are addressed to support student learning and achievement.

(2) Address student behavior in a positive and proactive nature

(see action 3)

The Low-Performing Students Block Grant is serving pupils identified as low-performing on state English language arts or mathematics assessments who are not otherwise identified for supplemental grant funding under the local control funding formula or eligible for special education services, as described in subdivision

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(1) Suspension Data	Suspensions: 2014-15; 17 suspensions	Decrease suspension rate by 0.1% every year until suspension rate is	Maintain Suspension Rate of <1%	Maintain Suspension Rate of <1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2015-16; 24 suspensions 2016-17; 15 suspensions * 2016-17 start monitoring nature of suspension	0.5% OR Suspension Rate of <1%		
(2) Nature of Suspension Data	2016-17 Nature of Suspension Data: Caused/Attempted Injury: 6 Possession/Sale of knife: 3 Harassment: 4 Property Damage: 1 Bullying: 1	Nature of Suspension Data: Caused/Attempted Injury: 22 Possession/Sale of knife: 0 Harassment: 7 Property Damage: 3 Bullying: 1 Other: 16	Reduce the Nature of Suspension Data to the following numbers: Caused/Attempted Injury: 12 Possession/Sale of knife: 0 Harassment: 4 Property Damage: 1 Bullying: Maintain less than 5 Other: 8	Maintain the Nature of Suspension Data to the following numbers: Caused/Attempted Injury: 7 Possession/Sale of knife: 1 Harassment: 1 Property Damage: 1 Bullying: 1 Other: 7
(3) School Connectedness (California Healthy Kids Survey CHKS)	School Connectedness based on the California Healthy Kids Survey (positive responses) 2015-16; Elementary: 71%, Middle School: 69% 2016-17; Elementary: 80%, Middle School: 59%	5% increase of positive responses on all School Connectedness questions on California Healthy Kids (CHKS), Panorama, and EVS surveys yearly, until > 95% total in the Med.-High rating.	5% increase of positive responses on all School Connectedness questions on California Healthy Kids (CHKS), Panorama, and EVS surveys yearly, until > 95% total in the Med.-High rating.	5% increase of positive responses on all School Connectedness questions on California Healthy Kids (CHKS)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(4) Response rate of students on CHKS	Response Rate on Surveys (California Healthy Kids Survey (CHKS) Response Rates 2015-16: Elementary: 78%, Middle School: 90% 2016-17: Elementary: 56%, Middle School: 94%	65% or greater response rate on student surveys (i.e. CHKS, EVS, Panorama)	65% or greater response rate on student surveys (i.e. CHKS, EVS, Panorama)	65% or greater response rate on student surveys CHKS

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(a.) Provide counseling and mental health support. (b.) Continue K-8 social skills curriculum implementation (c.) Continue providing small-group/individual counseling (d.) Build Student resilience and social skills through the use of restorative practices (e.) Provide 5th grade Puberty Education Grade 6: Alcohol Tobacco and other drugs (ATOD) Grades 7-8: Sexual Health Education (f.) Identify and use school connectedness/social/emotional student, staff, and parent survey (j.) Provide staff gender equity training "Gender Spectrum" in August 2017	(a.) Provide counseling and mental health support. (b.) Continue TK-8 social skills curriculum implementation (c.) Continue providing small-group/individual counseling (d.) Build Student resilience and social skills through the use of restorative practices (e.) Provide 5th-grade Puberty Education Grade 6: Alcohol Tobacco and other drugs (ATOD) Grades 7-8: Sexual Health Education (f.) Identify and use school connectedness/social/emotional student, staff (g.) Implement a comprehensive district Mental Health Plan	(a.) Provide counseling and mental health support. (b.) Continue K-8 social skills curriculum implementation (c.) Continue providing small-group/individual counseling (d.) Build Student resilience and social skills through the use of restorative practices (e.) Provide 5th grade Puberty Education Grade 6: Alcohol Tobacco and other drugs (ATOD) Grades 7-8: Sexual Health Education (f.) Identify and use school connectedness/social/emotional student, staff, and parent survey (g.) Review, modify, and continue implementation of a comprehensive district Mental Health Plan

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,000	\$47,991	\$48,378
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (a) Psychologist Support-Interns	5800: Professional/Consulting Services And Operating Expenditures (a) Psychologist Support-Interns	5800: Professional/Consulting Services And Operating Expenditures (a) Psychologist Support-Interns



Amount	\$64,917	\$153,170	\$164,915
Source	LCFF	Base	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (a,c) Counselor – BIS (.55 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,c) Counselor – (1.55 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,c) Counselor – BIS (1.55 FTE)
Amount	\$31,094	\$33,757	\$36,731
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (a,c) Elementary Counseling Support (.3 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,c) Elementary Counseling Support (.3 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (a,c) Elementary Counseling Support (.3 FTE)
Amount	\$52,254	\$60,468	\$63,625
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (e) School Nurse (.5 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (e) School Nurse (.5 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (e) School Nurse (.5 FTE)
Amount	\$10,000	\$10,000	\$11,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures (e) Health Education	5800: Professional/Consulting Services And Operating Expenditures (e) Health Education	5800: Professional/Consulting Services And Operating Expenditures (e) Health Education
Amount	\$0.00		\$0.00
Budget Reference	(d) Restorative Practices (No Direct Cost)	(d) Restorative Practices (No Direct Cost)	(d) Restorative Practices (No Direct Cost)
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (b) Social Skills Curriculum	4000-4999: Books And Supplies (b) Social Skills Curriculum	4000-4999: Books And Supplies (b) Social Skills Curriculum

Amount	\$26,570	\$53,820	\$49,612
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (e,f) Wellness Coordinator (.3 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (e,f) Wellness Coordinator (.55 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (e,f) Wellness Coordinator (.55 FTE)
Amount		\$120,270	\$126,308
Source		Base	Base
Budget Reference		1000-1999;3000-3999 Cert. Sal. & Ben. (g) Mental Health Plan (Asst. Supt. Ed. Srvs)	1000-1999;3000-3999 Cert. Sal. & Ben. (g) Mental Health Plan (Asst. Supt. Ed. Srvs)

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Low-income Pupils and English Learners:  
(g.) Social-Emotional Support from Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum TK-8 (in English & Spanish)  
(h.) Students requiring support will be provided short term intensive intervention by a mental health clinician

Low-income Pupils and English Learners:  
(h.) Social-Emotional Support from Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum TK-8 (in English & Spanish)  
(i.) Students requiring support will be provided short term intensive intervention by a mental health clinician

Low-income Pupils and English Learners:  
(h.) Social-Emotional Support from Wellness Coordinator, Councilor and Continued implementation of Second Step curriculum TK-8 (in English & Spanish)  
(i.) Students requiring support will be provided short term intensive intervention by a mental health clinician

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies (g) Second Step Curriculum	4000-4999: Books And Supplies (h) Second Step Curriculum	4000-4999: Books And Supplies (h) Second Step Curriculum
Amount	\$15,056	\$26,489	\$35,437
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999;3000-3999 Class Sal. & Ben. (g) Wellness Coordinator (.17 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (h) Wellness Coordinator (.3 FTE)	2000-2999;3000-3999 Class Sal. & Ben. (h) Wellness Coordinator (.3 FTE)
Amount	\$21,000	\$35,709	\$91,414
Source	LCFF	Base	Base
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Mental Health Services	1000-1999: Certificated Personnel Salaries (h) Mental Health Services (1 FTE)	1000-1999: Certificated Personnel Salaries (h) Mental Health Services (.7 FTE)
Amount	\$20,279	\$22,505	\$24,487
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries (g) Elementary Counselor (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Elementary Counselor (.2 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (h) Elementary Counselor (.2 FTE)

Amount		\$116,540	\$137,433
Source		Base	Base
Budget Reference		1000-1999;3000-3999 Cert. Sal. & Ben. (i) Mental health support and Intervention (1 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Mental health support and Intervention (1 FTE)
Amount			\$10,000
Source			Low Performing Block Grant
Budget Reference			5000-5999: Services And Other Operating Expenditures (h) Social Emotional Support

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Students with Disabilities:

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Students with Disabilities:

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

As a result of PIR, Students with Disabilities:

(i.) Social-Emotional Support from Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum K-8 (in English & Spanish)  
 (j.) Students requiring support will be provided intensive intervention by a mental health clinician

(j.) Social-Emotional Support from Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum TK-8 (in English & Spanish)  
 (k.) Students requiring support will be provided intensive intervention by a mental health clinician

(j.) Social-Emotional Support from Wellness Coordinator, Counselor and Continued implementation of Second Step curriculum K-8 (in English & Spanish)  
 (k.) Students requiring support will be provided intensive intervention by a mental health clinician

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$5,298	\$10,125
Source		Supplemental	Supplemental
Budget Reference		2000-2999;3000-3999 Class Sal. & Ben. (j) Wellness Coordinator	2000-2999;3000-3999 Class Sal. & Ben. (j) Wellness Coordinator
Amount		\$83,820	\$39,177
Source		Base	Base
Budget Reference		1000-1999;3000-3999 Cert. Sal. & Ben. (j,k) Mental Health Counselor	1000-1999;3000-3999 Cert. Sal. & Ben. (j,k) Mental Health Counselor

## Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Foster Youth:

(i.) Offer small group counseling for students identified as foster youth or homeless that target self-advocacy/adaptive skills

**2018-19 Actions/Services**

Foster Youth:

(i.) Offer small group counseling for students identified as foster youth or homeless that target self-advocacy/adaptive skills

**2019-20 Actions/Services**

Foster Youth:

(i.) Offer small group counseling for students identified as foster youth or homeless that target self-advocacy/adaptive skills

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,182	\$5,626	\$6,122
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Elementary Counselor (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Elementary Counselor (.05 FTE)	1000-1999;3000-3999 Cert. Sal. & Ben. (i) Elementary Counselor (.05 FTE)

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,264,297

Percentage to Increase or Improve Services

4.56%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

## Burlingame School District Base Program:

As part of a base program in the district all students are provided instruction through the use of credentialed classroom teachers and support staff. The Burlingame School District believes every child deserves a years worth of growth when educating the whole child. New teachers are provided with BTSA support throughout the school year for two years. All students have access to common core aligned adopted curriculum materials in grades Preschool-8. School site facilities are evaluated and maintained in good repair by district maintenance and custodial staff.

BSD offers an overall program that differentiates instruction for students. The school district believes all students should be provided a common, rigorous curriculum including enrichment opportunities as well as academic, behavioral and socioemotional support. BSD continues a variety of programs and support specifically for English learners, low- income students, foster youth and students with disabilities. These programs are embedded in the regular classroom (Tier I) as well as offered as extra support in a regular classroom (Tier II) and extra support in intervention and instruction in a pull out or push in model Tier III (as listed in Goal 1, action d). As we continue to provide 21st century learning in our classrooms, it is necessary to grow and maintain a technology infrastructure to support district initiatives (as listed in Goal 2, action g). (Conditions of Learning Goals 1, 2, and 3)

## Increase in Services:

- In addition to providing progress monitoring of EL, low-income, students with disabilities, and foster youth student populations in alignment with the CCSS and nationally normed benchmarks, BSD has also employed a district data system (Illuminate) to

systematically organize student academic data through the support of the Principal on Special Assignment (POSA). The POSA is also responsible for supporting the direction of the Response to Intervention (RtI) team and EL specialists along with the Assistant Superintendent of Educational Services. Finally, the POSA is also responsible for the direction and implementation of Title I parent outreach and before/after school intervention programs. BSD utilizes Amity International interns in classrooms to support EL learners. In grades Preschool - 8th, the district provides students with disabilities services for specialized academic instruction including behavioral and occupational therapy services. At the middle school, additional support classes with research-based programs (i.e. Newsela and Read 180) are provided to at-risk students with a focus on EL and low-income students populations to support learning in general education classrooms. Finally, BSD provides outreach in various capacities to families with regard to summer readiness and enrichment programs for low-income and at-risk students. (Goal 4, Action 2(EL): \$106,500) (Goal 4, Action 3 (low-income): \$45,600) (Goal 4, Action 4 (SWD), \$1,943,100), (Goal 4, Action 5 (EL) , \$402,489) (Goal 4, Action 6 (Low-income), \$619,187).

- BSD has also planned actions that support and enrich the common core curriculum and remove barriers for unduplicated student populations by providing communications in various languages and translation services. Hosting parent information events for Dual Immersion, school-wide enrichment, VAPA, school transition, and Title I programs. (Goal 5, Action 2, (EL) \$251,234)
- The implementation of elementary counseling, health, and wellness education for students in place to aid in the success of the whole student. Spanish is one of the largest second language populations in BSD, a bilingual aide position is in place to support communication to families regarding attendance. (Goal 6, Actions 2 (EL) \$19,479), (Goal 6, Actions 3 (Low-income) \$22,805) (Goal 6, Actions 4 (Foster Youth) \$6,047)

#### Improvement in Services:

- BSD will support improved development of the ELD framework through professional development on instruction (i.e. ELD, Tier I intervention trainings). At the middle school level, additional support classes with research-based programs (i.e. Newsela and Read 180) are provided to at-risk students with a focus on EL and low-income students populations to support learning in general education classrooms (Goal 4, Actions 1- 7 (budget mentioned above in increased services)
- As BSD has always valued building a healthy school climate and maintaining engagement, the continuation for a second year of the "Second Step" social-emotional curriculum in grades preschool-8 with the addition of a Spanish component supports all students with a target focus on our English Learner and Foster Youth populations. (Goal 7, Action 2 (EL and Low-Income) \$202,243) (Goal 7, Action 3 (SWD and Foster Youth) \$89,118)



Estimated Supplemental and Concentration Grant Funds

\$1,242,281

Percentage to Increase or Improve Services

4.62%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

**Burlingame School District Base Program:**

As part of a base program in the district, all students are provided instruction through the use of credentialed classroom teachers and support staff. New teachers are provided with BTSA support throughout the school year for two years. All students have access to common core aligned adopted curriculum materials in grades K-8. School site facilities are evaluated and maintained in good repair by district maintenance and custodial staff.

BSD offers an overall program that differentiates instruction for students. The school district believes all students should be provided a common, rigorous curriculum including enrichment opportunities as well as academic support. BSD will offer a variety of programs and support specifically for English learners, low-income students, and foster youth students. These programs are embedded in the regular classroom (Tier I) as well as offered as extra support in a Response to Intervention model as Tier II and Tier III (as listed in Goal 1, action d). As we continue to provide 21st-century learning in our classrooms, it is necessary to grow and maintain a technology infrastructure to support district initiatives (as listed in Goal 2, action g). (Conditions of Learning Goals 1, 2, and 3)

**Increase in Services:**

- In addition to providing progress monitoring of EL, low-income, students with disabilities, and foster youth student populations in alignment with the CCSS and nationally normed benchmarks, BSD has also employed a district data system (Illuminate) to systematically organize student academic data through the support of the Principal on Special Assignment (POSA). The POSA is also responsible for supporting the direction of the Response to Intervention (RtI) team and EL specialists along with the Assistant Superintendent of Educational Services. Finally, the POSA is also responsible for the direction and implementation of Title I parent outreach and before/after school intervention programs. BSD utilizes Amity International interns in classrooms to support EL learners. In grades Preschool - 8th, the district provides students with disabilities services

for specialized academic instruction including behavioral and occupational therapy services. At the middle school, additional support classes with research-based programs (i.e. Newsela and Read 180) are provided to at-risk students with a focus on EL and low-income students populations to support learning in general education classrooms. Finally, BSD provides outreach in various capacities to families with regard to summer readiness and enrichment programs for low-income and at-risk students. (Goal 4, Action 2(EL): \$131,207) (Goal 4, Action 3 (low-income)\$46,132) (Goal 4, Action 4 (SWD), \$2,128,521), (Goal 4, Action 5 (EL) , \$349,776) (Goal 4, Action 6 (Low-income), \$571,592).

- BSD has also planned actions that support and enrich the common core curriculum and remove barriers for unduplicated student populations by providing communications in various languages and translation services. Hosting parent information events for Dual Immersion, school-wide enrichment, VAPA, school transition, Title I programs and implementing the Latino Family Network. (Goal 5, Action 2, (EL) \$243,333)
- The implementation of counseling, health, and wellness education for all students aid in the success of the whole student. Spanish is one of the largest second language populations in BSD, a bilingual aide position is in place to support communication to families regarding attendance. (Goal 6, Action 2 (EL) \$19,700), (Goal 6, Action 3 (Low-income) \$23,103) (Goal 6, Action 4 (Foster Youth) \$6,124)

#### Improvement in Services:

- BSD will support improved development of the ELD framework through professional development on instruction (i.e. ELD, Tier I intervention trainings). At the middle school level, additional support classes with research-based programs (i.e. Newsela and Read 180) are provided to at-risk students with a focus on EL and low-income students populations to support learning in general education classrooms (Goal 4, Actions 1- 7 (budget mentioned above in increased services)

Students with Disabilities- BSD will continue to support SWD in the areas of ELA, Math and Chronic Absenteeism and Suspensions.

- As BSD has always valued building a healthy school climate and maintaining engagement, the continuation for a second year of the "Second Step" social-emotional curriculum in grades preschool-8 with the addition of a Spanish component supports all students with a target focus on our English Learner and Foster Youth populations. (Goal 7, Action 2 (EL and Low-Income) \$211,485) (Goal 7, Action 3 (SWD and Foster Youth) \$90,653)

## Estimated Supplemental and Concentration Grant Funds

\$1,122,303

## Percentage to Increase or Improve Services

4.55%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

### Burlingame School District Base Program:

As part of a base program in the district all students are provided instruction through the use of credentialed classroom teachers and support staff. New teachers are provided with BTSA support throughout the school year for two years. All students have access to common core aligned adopted curriculum materials in grades K-8. School site facilities are evaluated and maintained in good repair by district maintenance and custodial staff.

BSD offers an overall program that differentiates instruction for students. The school district believes all students should be provided a common, rigorous curriculum including enrichment opportunities as well as academic support. BSD will offer a variety of programs and support specifically for English learners, low-income students, and foster youth students. These programs are embedded in the regular classroom (Tier I) as well as offered as extra support in a Response to Intervention model as Tier II and Tier III. (Conditions of Learning Goals 1, 2, and 3)

### Increase in Services:

- In addition to providing progress monitoring of EL, low-income, students with disabilities, and foster youth student populations in alignment with the CCSS and nationally normed benchmarks, BSD has also employed a district data system (Illuminate) to systematically organize student academic data through the support of the Principal on Special Assignment (POSA). The POSA is also responsible for supporting the direction of the Response to Intervention (RtI) team and EL specialists along with the Assistant Superintendent of Educational Services. Finally, the POSA is also responsible for the direction and implementation of Title I parent outreach and before/after school intervention programs. BSD utilizes Amity International interns in classrooms to support EL learners. At the middle school level, additional support classes with research-based programs (i.e. Newsela and Read 180) are provided to at-risk students with a focus on EL and low-income students populations to support learning in general education classrooms. Finally, BSD provides outreach in various capacities to families with regard to summer readiness and enrichment programs for low-income and at-risk students. (Goal 4, Action

2(EL): \$75,504) (Goal 4, Action 3 (low-income): \$42,788) (Goal 4, Action 5 (EL) , \$282,937) (Goal 4, Action 6 (Low-income), \$403,985).

- The implementation of elementary counseling, health, and wellness education for students in place to aid in the success of the whole student. Spanish is one of the largest second language populations in BSD, a bilingual aide position is in place to support communication to families regarding attendance. (Goal 6, Actions 2 (EL) \$15,676), (Goal 6, Actions 3 (Low-income) \$52,830) (Goal 6, Actions 4 (Foster Youth) \$5,225)

#### Improvement in Services:

- BSD will support improved development of the ELD framework through professional development on instruction (i.e. GLAD, ELD, Tier I intervention trainings). At the middle school level, additional support classes with research-based programs (i.e. Newsela and Read 180) are provided to at-risk students with a focus on EL and low-income students populations to support learning in general education classrooms (Goal 4, Actions 1- 7 (budget mention above in increased services)
- As BSD has always valued building a healthy school climate and maintaining engagement, the continuation for a second year of the "Second Step" social-emotional curriculum in grades K-8 with the addition of a Spanish component supports all students with a target focus on our English Learner and Foster Youth populations. (Goal 7, Action 2 (EL and Low-Income) \$57,335) (Goal 7, Action 3 (Foster Youth) \$5,182)

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*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 Education Code (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.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.



## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).



(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# **APPENDIX B: GUIDING QUESTIONS**

## **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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