LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonita Unified

CDS Code: 19643290000000

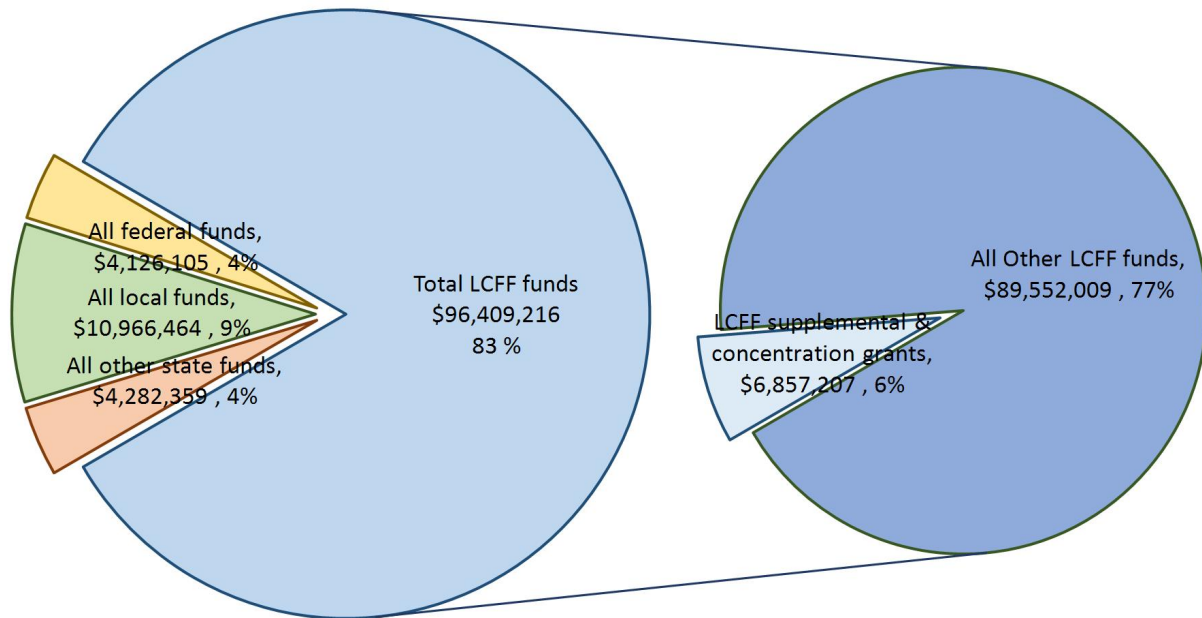School Year: 2021-22

LEA contact information:

Carl Coles

Superintendent

(909) 971-8200

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $4,126,105 , 4%

All local funds, $10,966,464 , 9%

All other state funds, $4,282,359 , 4%

Total LCFF funds $96,409,216 83 %

All Other LCFF funds, $89,552,009 , 77%

LCFF supplemental & concentration grants, $6,857,207 , 6%

This chart shows the total general purpose revenue Bonita Unified expects to receive in the coming year from all sources.

The total revenue projected for Bonita Unified is $115,784,144, of which $96,409,216 is Local Control Funding Formula (LCFF), $4,282,359 is other state funds, $10,966,464 is local funds, and $4,126,105 is federal funds. Of the $96,409,216 in LCFF Funds, $6,857,207 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
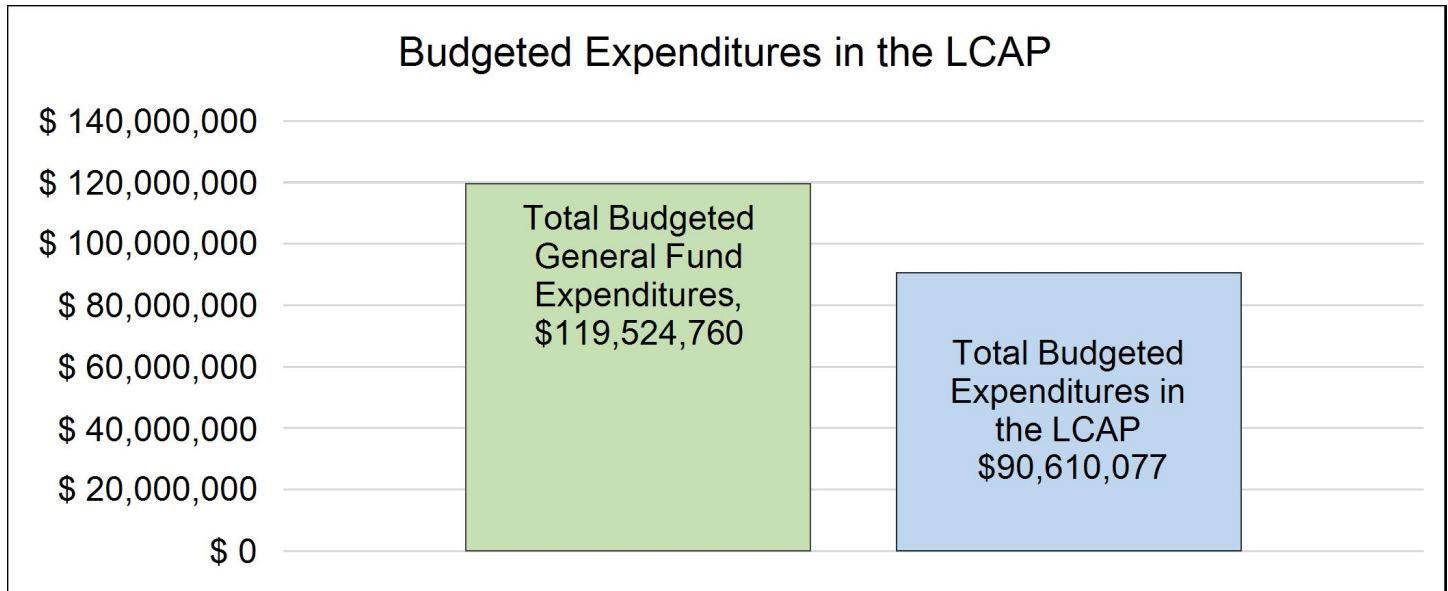
This chart provides a quick summary of how much Bonita Unified plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Bonita Unified plans to spend $119,524,760 for the 2021-22 school year. Of that amount, $90,610,077 is tied to actions/services in the LCAP and $28,914,683 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
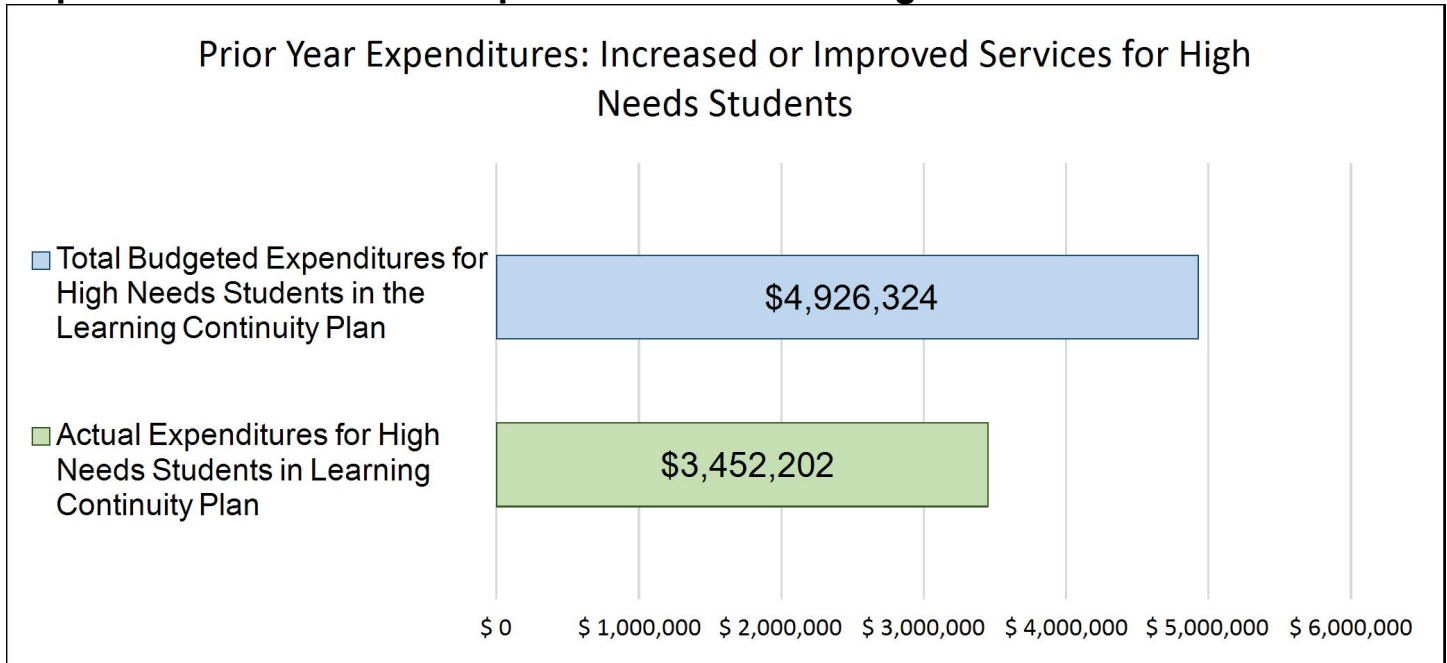
The LCAP will include the majority of the Fund 01 unrestricted budgeted expenditures that align with the six LCAP goals for 2021-2022. In a few cases where restricted Fund 01 expenditures align with actions that serve unduplicated populations, reference to those funding sources are included. Since Title III funding focuses on the English Learner population, these expenditures are included in the LCAP. Since most of all Title I expenditures are made through school site budgets, Title I expenditures are made in the school site plans rather than the LCAP. Other expenditures from funding sources not included in the LCAP are Special Education expenses, Federal Funds targeted for specific programs, eRate, and Medi-cal.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Bonita Unified is projecting it will receive $6,857,207 based on the enrollment of foster youth, English learner, and low-income students. Bonita Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Bonita Unified plans to spend $6,858,359 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

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

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — **$4,926,324**

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — **$3,452,202**

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000 $ 5,000,000 $ 6,000,000

This chart compares what Bonita Unified budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Bonita Unified estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Bonita Unified's Learning Continuity Plan budgeted $4,926,324 for planned actions to increase or improve services for high needs students. Bonita Unified actually spent $3,452,202 for actions to increase or improve services for high needs students in 2020-21.

There was a difference in contributing budgeted LCP funds and expenditures for high needs students in the areas of personnel costs for intervention teachers and counselors. The projected costs were not realized as new state funds to help with the COVID pandemic were utilized to provide for extra intervention and counselling services. Therefore, the actions were realized and any cost savings in supplemental funds will continue to be utilized for services for high need students.

And, in actuality, the estimated actuals of supplemental funds in the LCP are $3,452,202. This represents about one-half of BUSD supplemental money allotted. It is important to note that the LCP was written to specifically address our response to the pandemic, and thus, supplemental monies noted in the LCP do not reflect the totality of our expenditures. In addition to what is listed in the LCP, BUSD is estimating an additional $2,931,073 of supplemental monies. The money was expended in the following ways:

1. Administration and support personnel costs to support unduplicated youth across the district to support LI, F, and EL students.
2. EL sections at the middle and high schools, intervention classes/section in secondary, teacher hourly tutoring, material purchases to support consumables for intervention and EL programs.
3. Staff development centered around the needs of LI, F and EL students i.e staff development to ensure that BUSD maintains or improves EL performance on the CAASPP Math and ELA.
4. Secondary school counselors, secondary assistant principal, and county agency partners to better support foster/homeless students to graduate, meet graduation requirements, reduce suspension rates and improve attendance.
5. Parent engagement opportunities - these events were attended at record rates during the pandemic.

In total, BUSD will expend at least $6,390,275 in supplemental expenditures this year. This total expenditure meets the minimum proportionality requirement.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Bonita Unified	Carl Coles Superintendent	coles@bonita.k12.ca.us (909) 971-8200

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

1. The District will provide instruction that offers high quality teaching, curriculum, technology, and learning environments to address the personalized learning needs of ALL students and staff ensuring students are college and career ready. (Future Ready: Budget and Resources, Collaborative Leadership, Curriculum Instruction and Assessment)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Renaissance Learning: Star Reading Assessment 43rd percentile results to identify students reading at grade level **19-20** 90% of students grades 1-5 (May 2020) **Baseline** 76% of students grades 1-5 (May 2017)	Metric Not Met: Renaissance Learning STAR reading assessment results indicate that 79 % of students in grades 1-5 are proficient in reading as of February 2020. The data in February of 2019 was 78%.
Metric/Indicator Aeries: Meeting A-G graduations Requirements Use CALPADS for 18-19 and 19-20 data and focus on improvement and closing the gap	Metric Met : According to the 2020 Dashboard, 84% of students met the A-G requirements and 76.8% of Socioeconomically Disadvantaged students met A-G requirements.

Expected	Actual
19-20 70% All students 60% Low Income (Spring 2019) Due to new tracking in CALPADS expectations changed to 60% for all students and 51.6 for low income students **Baseline** 57% All students meet A-G requirements 47% Low income meet A-G requirements (Spring 2016)	
Metric/Indicator State CAASPP Results: Meeting or exceeding standards Math **19-20** 60% All students 60% Low income 42% English Learners (August 2019) **Baseline** 48% All students meet or exceed standards 36% Low income meet or exceed standards 18% English Learners meet or exceed standards (August 2016)	Metric Not Met: 59.83% of all students (+3.44% from previous year), 48.03% of low income students (+3.86% from previous year) and 25.35% of English Learners (7.35% over baseline) met or exceeded standards on the CAASPP Math tests in the Spring of 2019. These performance rates exceed baseline results but not 18-19 goals.
Metric/Indicator State CAASPP: Meeting or exceeding standards ELA **19-20**	Metric Partially Met: 70.73% of all students (+7.73 above baseline), 60.88% of Low income students (11.88% above baseline), and 22.17% of English Learners (5.17% above baseline) met or exceeded standards on the CAASPP ELA test in the Spring of 2019. These performance rates exceeded the 18-19

Expected	Actual
70% All students 63% Low income 31% English Learners (August 2019) **Baseline** 63% All students meet or exceed standards 49% Low income meet or exceed standards 17% English Learners meet or exceed standards (August 2016)	goal for all students but not the goals for Low Income or English Learners.
Metric/Indicator ELPAC: EL students performance on the ELPAC **19-20** The district will reach an average Scale Score above 1525 and will reach 25% of EL students scoring well developed in Listening, 50% with well developed in Speaking, 20% well developed in Reading and 20% well developed in writing on the Summative ELPAC. **Baseline** 76% EL students grew at least 1 level or more (Fall 2016) 59% made a year of growth on STAR reading.	Metric Partially Met: The state did not provide an overall average Scale Score. Grades 5-12 each had a grade average Scale Score of higher than 1525. Grades K-4 had scores which ranged from 1440-1504. 24.78% of EL students had Listening scores that were well developed. 19.9% of EL students had Writing scores that were well developed. 17.04% of students had scores which were well developed in Reading; and 46.24% of EL students had Speaking scores which were well developed.
Metric/Indicator District EL Criteria: Reclassication students to English proficient **19-20** Maintain at least 15% Reclassified students (Spring 2019) **Baseline** 12% Reclassified students (Spring 2016)	Metric Met: The district's reclassification rate for 19-20 which is taken in October was 24.68% based on 596 students and 147 of them reclassifying after their 18-19 ELPAC results and evaluation of the reclassification criteria.
Metric/Indicator CDE Data:	Metric Met: 65.7% of students passed the AP tests with a score of 3 or better.

Expected	Actual
Percent of students passing Advanced Placement (AP) tests scoring 3 or higher **19-20** 65% comparison of AP tests passed to tests taken (Spring 2019) **Baseline** 54% pass rate of 3 or higher (Spring 2016)	
Metric/Indicator State Dashboard: 11th grade students scoring prepared for college on the Math SBAC (EAP) **19-20** 30% 11th graders prepared for college (August 2019) **Baseline** 14% 11th graders prepared for college (August 2016)	Metric Met: 32.34% of 11th grade students met or exceeded standards on the Math SBAC (EAP) which is 2.34% above the target. Additionally Career and College readiness in now measured on the state dashboard. The dashboard shows that 64% of Bonita students are College and Career ready. This is an improvement of 4 percentage points from last year.
Metric/Indicator State Dashboard: 11th grade students scoring prepared for college on the ELA SBAC (EAP) **19-20** 50% 11th graders prepared for college (August 2019) **Baseline** 37% 11th graders prepared for college (August 2016)	Metric Met: 57.27% of 11th grade students met or exceeded standards on the ELA SBAC (EAP) which is 7.27% above the target. Additionally Career and College readiness in now measured on the state dashboard. The dashboard shows that 64% of Bonita students are College and Career ready. This is an improvement of 4 percentage points from last year.
Metric/Indicator District Data PD Sign in Hours & PD Days: Hours of participation in professional opportunities for co-educational (classified), certificated and management **19-20** 2 hours of training co-educational person	Metric Met: Certificated staff was given 56 hours of compact day time for PD and professional growth opportunities as well as three full days of staff development. In addition, 4 days of staff development for mathematics was held for elementary teachers to help improve math scores. The average hours of training per co-educational person was 3 with many receiving 2 full days of training at a local CSEA conference. Above and beyond LACOE training and conferences, management staff attended 2.5 - 5

Expected	Actual
56 hours of training per certificated person 26 hours of training per management person (Spring 2020) **Baseline** 2 hours of training per co-educational person 56 hours of training per certificated person 50 hours of training per management person (Spring 2017)	hours a month of department and school level professional development. Lastly, the Superintendent held 3 - 4 hour Leadership trainings for management staff.
Metric/Indicator West Ed Student Survey: Students strongly agree/agree that they feel connected to the school **19-20** 77% of Grade 5 students 76% of Grade 7 students 63% of Grade 9 students 60% of Grade 11 students (February 2020) **Baseline** 68% of Grade 5 students 67% of Grade 7 students 54% of Grade 9 students 51% of Grade 11 students (February 2017)	Metric Not Met: The district discontinued use of the West Ed survey for students and moved to using Panorama Surveys. A Sense of Belonging was measured in the fall of 2019. Results indicate that in grades 3-5 75% of students felt a Sense of Belonging to their schools. The percentage for grades 6-8 was 48, and the percentage for 9-12 was 37. This data will be used as a baseline for new targets set in the 21-22 LCAP and beyond.
Metric/Indicator CALPADS: District-wide attendance rate	Metric Met: Using CALPADS (14.2) the attendance rate was calculated at 96%.

Expected	Actual
19-20 Maintain at least 95% attendance rate (2018-19) **Baseline** 96.2% attendance rate (2015-16)	
Metric/Indicator CALPADS: Chronic absenteeism rate **19-20** Maintain no more than 6% chronic absenteeism rate (2018-17) **Baseline** 5.6% chronic absenteeism rate (2015-16)	Metric Not Met: The district measures orange on the dashboard with a rate of 7.49% which is an increase of .6 over the previous year's data.
Metric/Indicator CALPADS: Middle school drop out rate **19-20** Maintain less than 1% dropout rate (2018-19) **Baseline** <0.1% middle school dropout rate (2015-16)	Metric Met: The dropout rate for Middle school was 0.
Metric/Indicator CALPADS: High school drop out rate **19-20** Maintain less than 1% dropout rate (2018-19) **Baseline** 1.1% high school dropout rate (2015-16)	Metric Not Met: The dropout rate was 2.28% based on CALPAD reporting.
Metric/Indicator CALPADS: Suspension rate for elementary and secondary	Metric Not Met: The Dashboard indicates the suspension rate last year to be 3.8% which was a .5 point increase.

Expected	Actual
Metric changed to the California Dashboard in 2018-2019 **19-20** Maintain 0.5% elementary suspension rate 4.0% secondary suspension rate 15% continuation school (2017-18) **Baseline** 1.0% elementary suspension rate 6.1% secondary suspension rate 24.7% continuation school (2014-15)	
Metric/Indicator CALPADS: District-wide expulsion rate **19-20** Maintain less than 0.2% district-wide expulsion rate (2017-18) **Baseline** 0.1% district-wide expulsion rate (2014-15)	Metric Met: CALPADs data indicates that there was a .14% expulsion rate in the 18-19 school year which is below the target maintenance rate of .2%.
Metric/Indicator CALPADS: Four-year cohort graduation rate including comprehensive, alternative programs and non-public schools **19-20** Maintain at least 96% graduation rate (Class of 2019) **Baseline** 94% graduation rate (Class of 2016)	Metric Partially Met: The Dashboard data shows that the district had a 95.9% graduation rate including comprehensive, alternative programs and non-public schools. This was an increase of 1.6%.
Metric/Indicator Dual Enrollment Class Offerings with Mt. SAC **19-20**	Metric Met: Six Dual Enrollment classes were maintained with Mt.SAC Junior College.

Expected	Actual
Maintain 6 Dual Enrollment classes with Mt. SAC **Baseline** 0 class offerings (May 2018)	
Metric/Indicator West Ed: "School actively seeks the input of parents before making important decisions." **19-20** All - 25% ES 30% MS 20% HS 20 % **Baseline** All - 19% ES - 25% MS - 13% HS - 14%	Metric Met: The results showed that parents strongly agreed or agreed that the "School actively seeks the input of parents before making important decisions," at the following rates: All - 62% ES - 63% MS 64% HS 52%
Metric/Indicator Renaissance Learning: Star Math Assessment 43rd percentile results to identify students doing math at grade level **19-20** Goal is 86% for May 2020 **Baseline** Baseline for May 2017 is 82%	Metric Not Met: The proficiency rates for grades 2-5 was 84.73% which is just short of the goal of 86%.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Sub and hourly time to train staff on CA STANDARDS (Reference activity E3) (Cost included in Action 2.13)	1000-1999 Certificated Salaries $108,873 -- LCFF Base (Repeated Expenditure) 2000-2999 Classified Salaries $14.058 -- LCFF Base (Repeated Expenditure) 3000-3999 Employee Benefits $11,755 -- LCFF Base (Repeated	1000-1999 Certificated Salaries $ 71,237-- LCFF Base (Repeated Expenditure) 2000-2999 Classified Salaries $10,497-- LCFF Base (Repeated Expenditure) 3000-3999 Employee Benefits $13,082 -- LCFF Base (Repeated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
    Specific Schools: NA
    Specific Grade Spans: NA
	Expenditure)	Expenditure)

1.2 Pilot science materials (digital) for NGSS at the elementary, middle and high school level. (Cost included in Goal 2 - Action 2.13)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999 Certificated Salaries $108,873 -- LCFF Base (Repeated Expenditure)
	2000-2999 Classified Salaries $14,058 -- LCFF Base (Repeated Expenditure)
	3000-3999 Employee Benefits $11,755 -- LCFF Base (Repeated Expenditure)
		1000-1999 Certificated Salaries $71,237-- LCFF Base (Repeated Expenditure)
		2000-2999 Classified Salaries $10,497-- LCFF Base (Repeated Expenditure)
		3000-3999 Employee Benefits $13,082 -- LCFF Base (Repeated Expenditure)

1.3 Staffing and transportation for summer programs which are reimbursed when programs are billed through the district.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	2000-2999: Classified Personnel Salaries Base $10,000
	
	3000-3999: Employee Benefits Base $3,097
	
	4000-4999: Books And Supplies Base $4,000
		2000-2999: Classified Personnel Salaries Base $9,335
		
		3000-3999: Employee Benefits Base $2,981
		
		4000-4999: Books And Supplies Base $1,458

1.4 Certificated and classified staffing and materials for EL summer program and to provide support for ELPAC testing during the school year. (EL) (Title III $63,680)	1000-1999: Certificated Personnel Salaries Title III $15,000	1000-1999: Certificated Personnel Salaries Title III $14,536

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　English Learners **Scope of Services** 　LEA-wide **Locations** 　Specific Grade Spans: K-8	2000-2999: Classified Personnel Salaries Title III $31,652 3000-3999: Employee Benefits Title III $7,322 4000-4999: Books And Supplies Title III $431 7000-7439: Other Outgo Title III 4,999	2000-2999: Classified Personnel Salaries Title III $3,669 3000-3999: Employee Benefits Title III $3,678 4000-4999: Books And Supplies Title III $6,045 5000-5999: Services And Other Operating Expenditures Title III $22,456 7000-7439: Other Outgo Title III $4,674
1.5 Staffing for summer library program. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	2000-2999: Classified Personnel Salaries Base $4,664 3000-3999: Employee Benefits Base $1,465	2000-2999: Classified Personnel Salaries Base $0 3000-3999: Employee Benefits Base $0
1.6 Staffing, materials and transportation for summer school intervention/enrichment classes (EL, F, SED).	1000-1999: Certificated Personnel Salaries Supplemental $102,191 2000-2999: Classified Personnel Salaries Supplemental $10,704 3000-3999: Employee Benefits Supplemental $24,520 4000-4999: Books And Supplies Supplemental $16,628	1000-1999: Certificated Personnel Salaries Supplemental $98,672 2000-2999: Classified Personnel Salaries Supplemental $4,540 3000-3999: Employee Benefits Supplemental $20,845 4000-4999: Books And Supplies Supplemental $6,145

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

1.7 Maintain grade span adjustment (GSA) for grades TK-3 25:1 (Cost included in Goal 2- Action 2.5)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999 Certificated Salaries $32,619,207 -- LCFF Base (Repeated Expenditure)
	3000-3999 EmployeeBenefits $5,545,227-- LCFF Base (Repeated Expenditure)
		1000-1999 Certificated Salaries $32,105,918-- LCFF Base (Repeated Expenditure)
		3000-3999 Employee Benefits $5,100,764-- LCFF Base (Repeated Expenditure)

1.8 Enhance and expand additional programs that support student learning to support unduplicated students including staffing costs and materials (e.g. GATE, Music, Arts, CTEC, ROP) (EL, F, SED)	1000-1999: Certificated Personnel Salaries Supplemental $246,280 2000-2999: Classified Personnel Salaries Supplemental $3,600 3000-3999: Employee Benefits Supplemental $80,470 4000-4999: Books And Supplies Supplemental $500	1000-1999: Certificated Personnel Salaries Supplemental $254,318 2000-2999: Classified Personnel Salaries Supplemental $4,104 3000-3999: Employee Benefits Supplemental $81,105 4000-4999: Books And Supplies Supplemental $797

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　All Schools	5000-5999: Services And Other Operating Expenditures Supplemental $5,200	5000-5999: Services And Other Operating Expenditures Supplemental $1,765
1.9 Contracting trainers and coaches for staff development. Classified pay to support staff development planning. Classified pay to train classified staff with certificated teachers. Staff attend conferences to support instructional priorities. (e.g., Step Up to Writing, RISE training). **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	4000-4999: Books And Supplies Base $11,000 5000-5999: Services And Other Operating Expenditures Base $188,350	4000-4999: Books And Supplies Base $8,095 5000-5999: Services And Other Operating Expenditures Base $133,259
1.10 When staff development includes a content component to address the needs of significant subgroups, communicate strategies back to staff, including teacher teams, para-educators, and other student support personnel. (EL, SED, F)	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools		

1.11 Provide staff development for ELA intervention program instruction (EL, SED, F) (Cost included in Goal 2-Action 2.8)
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	1000-1999 Certificated Salaries $99,400 -- LCFF Supplemental (Repeated Expenditure)
	3000-3999 Employee Benefits $8,685 -- LCFF Supplemental (Repeated Expenditure)
		1000-1999 Certificated Salaries $71,936-- LCFF Supplemental (Repeated Expenditure)
		3000-3999 Employee Benefits $11,669-- LCFF Supplemental (Repeated Expenditure)

1.12 Provide additional staff development to support emerging needs (additional cost to be determined as needs arise) (EL, SED, F).	5000-5999: Services And Other Operating Expenditures Supplemental $27,400	5000-5999: Services And Other Operating Expenditures Supplemental $40,379

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

1.13 Provide hourly time to staff to prepare and present staff development training to colleagues (Cost included in Goal 2.13)
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999 Certificated Salaries $108,873 -- LCFF Base (Repeated Expenditure)
	2000-2999 Classified Salaries $14,058 -- LCFF Base (Repeated Expenditure)
	3000-3999 Employee Benefits $11,755-- LCFF Base (Repeated Expenditure)
		1000-1999 Certificated Salaries $71,237-- LCFF Base (Repeated Expenditure)
		2000-2999 Classified Salaries $10,496-- LCFF Base (Repeated Expenditure)
		3000-3999 Employee Benefits $13,081 -- LCFF Base (Repeated Expenditure)

1.14 Provide resources and training for teachers and parents to support student learning in relation to Standards and instructional materials to support Unduplicated students (EL, SED, F) (Cost included in Goal 2.12)	4000-4999 Books and Supplies $331,519 -- LCFF Supplemental (Repeated Expenditure)	4000-4999 Books and Supplies $197,423-- LCFF Supplemental (Repeated Expenditure) 6000-6999 Capital Outlay $33,735 --LCFF Supplemental (Repeated Expenditure)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

1.15 Add additional technology and materials for classroom use, increasing access to technology to approach a 1 to 1 student to computer ratio.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	4000-4999: Books And Supplies Base $150,000
	
	6000-6999: Capital Outlay Base $81,000
		4000-4999: Books And Supplies Base $51,915
		
		6000-6999: Capital Outlay Base $0

1.16 Action discontinued.	$0	$0
1.17 Provide technology training and collaboration; hourly time for technology training and collaboration. (Cost included in 2.13)	1000-1999 Certificated Salaries $108,873 -- LCFF Base (Repeated Expenditure) 2000-2999 Classified Salaries $14,058 -- LCFF Base (Repeated Expenditure) 3000-3999 Employee Benefits $11,755 -- LCFF Base (Repeated	1000-1999 Certificated Salaries $ 71,237-- LCFF Base (Repeated Expenditure) 2000-2999 Classified Salaries $10,497-- LCFF Base (Repeated Expenditure) 3000-3999 Employee Benefits $13,082 -- LCFF Base (Repeated

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Expenditure)	Expenditure)

1.18 Diversify the workshops for the August Staff Development Day to focus on technology, new curriculum, and effective teaching methods. Provide summer hourly planning time for presenters. Cost included in 2.13
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	1000-1999 Certificated Salaries $108,873 -- LCFF Base (Repeated Expenditure)
	2000-2999 Classified Salaries $14,058 -- LCFF Base (Repeated Expenditure)
	3000-3999 Employee Benefits $11,755 -- LCFF Base (Repeated Expenditure)
		1000-1999 Certificated Salaries $71,237-- LCFF Base (Repeated Expenditure)
		2000-2999 Classified Salaries $10,497-- LCFF Base (Repeated Expenditure)
		3000-3999 Employee Benefits $13,082 -- LCFF Base (Repeated Expenditure)

1.19 Training and conferences for HR department to meet emerging needs.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	5000-5999: Services And Other Operating Expenditures Base $28,700	5000-5999: Services And Other Operating Expenditures Base $5,515

1.20 Maintain and update technology infrastructure (single sign on, learning management, network security, external wireless).	4000-4999: Books And Supplies Base $91,200	4000-4999: Books And Supplies Base $0 6000-6999: Capital Outlay Base $429,581

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

1.21 Formalize the delivery of digital citizenship curriculum across all grade levels with a mindset of shifting the District culture for the integration of technology to align all levels of the SAMR model
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$0	$0

1.22 Fund new technology (software, applications, hardware, etc.) and support previous purchases requiring renewal licensing, to target access to unduplicated populations (F, EL, SED).
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	5000-5999: Services And Other Operating Expenditures Supplemental $85,875	5000-5999: Services And Other Operating Expenditures Supplemental $62,885
		
		4000-4999: Books And Supplies Supplemental $2,815

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.23 Other technology needs; hardware, copiers, duplos, communication services at school sites (determined as needs arise) **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $647,205 5000-5999: Services And Other Operating Expenditures Base $810,000 7000-7439: Other Outgo Base $132,131	4000-4999: Books And Supplies Base $489,352 5000-5999: Services And Other Operating Expenditures Base $724,517 7000-7439: Other Outgo Base $136,059
1.24 Using data from the West Ed staff, student and parent surveys, identify areas of school safety that need to be improved. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	$0	$0
1.25 Allocate master schedule sections to support intervention in ELA and Math; provide counselors and student support services personnel who support EL, SED, and F. (Cost included in Goal 2--Action 2.7) (EL, SED, F)	1000-1999 Certificated Salaries $884,037 -- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $961,330-- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $658,938 -- LCFF Supplemental (Repeated Expenditure)	1000-1999 Certificated Salaries $836,684-- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $983,134-- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $625,691-- LCFF Supplemental (Repeated Expenditure)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
1.26 Identify and prepare at-risk students to be successful on the CAASPP. (Cost included in Goal 2-Action 2.2) **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools Specific Grade Spans: 3,4,5,6,7,8,and 11	1000-1999 Certificated Salaries $1,484,203 -- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $486,606 -- LCFF Supplemental (Repeated Expenditure)	1000-1999 Certificated Salaries $1,476,105 -- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $452,462 -- LCFF Supplemental (Repeated Expenditure)
1.27 Develop a system to better monitor student progress and timeframe for their intervention support. (EL, SED, F)	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

1.28 Utilize DIBELS, Renaissance Learning STAR Reading and Math, Interim practice, CAASPP and other multiple-measure assessments to monitor academic growth.Retain support staff and administration to support development and use of multiple measurement assessments.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999: Certificated Personnel Salaries Base $158,835
	
	2000-2999: Classified Personnel Salaries Base $67,101
	
	3000-3999: Employee Benefits Base $78,877
	
	4000-4999: Books And Supplies Base $1,500
	
	5000-5999: Services And Other Operating Expenditures Base $30,000
		1000-1999: Certificated Personnel Salaries Base $158,831
		
		2000-2999: Classified Personnel Salaries Base $68,649
		
		3000-3999: Employee Benefits Base $75,464
		
		4000-4999: Books And Supplies Base $1,594
		
		5000-5999: Services And Other Operating Expenditures Base $25,656

1.29 Provide co-curricular, extracurricular and enrichment opportunities for students in the areas of athletics, visual and performing arts, and activities.	1000-1999: Certificated Personnel Salaries Base $343,454 2000-2999: Classified Personnel Salaries Base $260,586 3000-3999: Employee Benefits Base $159,814	1000-1999: Certificated Personnel Salaries Base $316,301 2000-2999: Classified Personnel Salaries Base $298,019 3000-3999: Employee Benefits Base $86,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	4000-4999: Books And Supplies Base $37,020
	
	5000-5999: Services And Other Operating Expenditures Base $514,029
		4000-4999: Books And Supplies Base $4,217
		
		5000-5999: Services And Other Operating Expenditures Base $174,470

1.30 Provide on-the-job training for students (We Can Work Grant $65,630) (Workability Grant--$132,665) (SWD)
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    Students with Disabilities
 	
Location(s)
    Specific Grade Spans: 11 and 12
	1000-1999: Certificated Personnel Salaries Other $14,247
	
	2000-2999: Classified Personnel Salaries Other $128,345
	
	3000-3999: Employee Benefits Other $32,911
	
	5000-5999: Services And Other Operating Expenditures Other 2,277
	
	7000-7439: Other Outgo Other $11,166
		1000-1999: Certificated Personnel Salaries Other $14,247
		
		2000-2999: Classified Personnel Salaries Other $106,452
		
		3000-3999: Employee Benefits Other $31,475
		
		5000-5999: Services And Other Operating Expenditures Other $1,395
		
		7000-7439: Other Outgo Other $11,166
		
		4000-4999: Books And Supplies Other $78

1.31 Support the school sites in implementing programs that focus on character education (Cost to be determined as needs arise)
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$0	$0

1.32 Utilize the partnership with the Alliance for Children's Rights to improve and track graduation rates for foster students.	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   Foster Youth
 	
Scope of Services
   Limited to Unduplicated Student Group(s)
 	
Locations
   All Schools		

1.33 Support school sites by training classified staff on attendance procedures to improve consistency in correctly documenting attendance including truancies, chronic absenteeism and suspensions.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	$0	$0

1.34 Work with site administration to develop alternatives to suspension and other means of behavioral correction; expand use of PBIS (Positive Intervention and Support); use Restorative Justice at additional secondary sites.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

1.35 Utilize the Foster/Homeless Student Liaisons, Foster Youth Counselors, and county agency partners to better support foster students meeting graduation requirements (F) (Cost included in Goal 2-Action 2.3)
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   Foster Youth
 	
Scope of Services
   Limited to Unduplicated Student Group(s)
 	
Locations
   Specific Grade Spans: 6,7,8,9,10,11,12
	1000-1999 Certificated Salaries $471,678 -- LCFF Supplemental (Repeated Expenditure)
	3000-3999 Employee Benefits $127,000 -- LCFF Supplemental (Repeated Expenditure)
		1000-1999 Certificated Salaries $429,979-- LCFF Supplemental (Repeated Expenditure)
		3000-3999 Employee Benefits $123,890-- LCFF Supplemental (Repeated Expenditure)

1.36 Prioritize District budgetary needs to identify resources and develop a plan to reallocate toward more academic and mental health counseling K-12, and begin early stages of implementation. (EL, SED, F)
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $8,022.00
	
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $638,394.00
	
	3000-3999: Employee Benefits LCFF Supplemental and Concentration $272,485.00
	
	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $43,150.00
		1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0
		
		2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $601,422
		
		3000-3999: Employee Benefits LCFF Supplemental and Concentration $239,479
		
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $16,360

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

1.37 Provide home hospital for BUSD students in need of academic services. Additional hours for certificated teaching to provide academic services to students.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	1000-1999: Certificated Personnel Salaries Base $22,500
	
	3000-3999: Employee Benefits Base $4,667
	
	5000-5999: Services And Other Operating Expenditures Base $1,000
		1000-1999: Certificated Personnel Salaries Base $11,559
		
		3000-3999: Employee Benefits Base $2,435
		
		5000-5999: Services And Other Operating Expenditures Base $37

1.38 Low Performing Student Block Grant funds will be used to target non-UDP students who have under-performed in mathematics on the CAASPP.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	1000-1999: Certificated Personnel Salaries Other $279,500
	
	3000-3999: Employee Benefits Other $21,500
		1000-1999: Certificated Personnel Salaries Other $279,500
		
		3000-3999: Employee Benefits Other $21,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Activities and Actions outlined for Goal 1 were completed as scheduled through February of 2020; but with the onset of the Covid pandemic and school closures, funds were shifted to provide different services. There were several actions which the district was able to complete and actually spent more than budgeted i.e. 1.8 Enhance and expand additional programs that support student learning to support unduplicated students including staffing costs and materials (e.g. GATE, Music, Arts, CTEC, ROP), where $254,000 was spent which was $8,000 over the budgeted expenditure. Where funds were shifted is seen to the greatest degree when around $300,000 in funds from Actions 1.15, 1.20, 1.22, and 1.23 were shifted to Action 1.20 to provide Chromebooks for students for distance learning and hotspots for students/families with no internet in the home. Action 1.5 was not spent as the summer library was

cancelled, but the district did pick up two on line programs for students to utilize. Action 1.12 increased by almost $20,000 as training from Creative Math was offered to help teachers do their best math instruction for at risk students while using zoom.

Other actions that included staff development, such as Actions 1.1, 1.2, 1.9,1.13, 1.14, 1.17, and 1.18 saw thousands in savings as in-person staff development stopped for the remainder of the year. These funds were used for professional development for teachers and staff to learn to address student needs during remote instruction. With the use of remote meetings of curriculum Focus Group and secondary departments, the District provided immediate planning for remote learning and also put in place free or purchased on-line learning programs such as those recommended for students and parents through the CDE EL recommendations, or the free on-line reading program Epic, or the additional purchaseof MYON by Renaissance Place as a way for students to access books on-line.

Lastly, as noted previously, throughout most actions that had personnel, there were saving in benefits as the expected cost increases were not as much as the district budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following Actions were successfully implemented even through the school closures with expenditures that were more than budgeted:

1.8 Enhance and expand additional programs that support student learning to support unduplicated students including staffing costs and materials (e.g. GATE, Music, Arts, CTEC, ROP) (EL, F, SED) $346,193
1.12 Provide additional staff development to support emerging needs (additional cost to be determined as needs arise) (EL, SED, F). $40,379 This was expended for staff development on best on-line math instruction.
1.20 Maintain and update technology infrastructure (single sign on, learning management, network security, external wireless). $429,581 This was the expenditure to ensure one ot one devices for students.
1.28 Utilize DIBELS, Renaissance Learning STAR Reading and Math, Interim practice, CAASPP and other multiple-measure assessments to monitor academic growth.Retain support staff and administration to support development and use of multiple measurement assessments. $229,194
1.38 Low Performing Student Block Grant funds will be used to target non-UDP students who have under-performed in mathematics on the CAASPP. $301,000 Funds were used to successfully provide math intervention teachers for elementary students. These teachers supported students during distance learning with small group reteach sessions and remedial intervention break out groups.

The closure of our campuses in March 2020 necessitated several changes to our existing programs / policies. BUSD worked hard to transition applicable program offerings to remote platforms. This was exemplified with our continuation of our mental health counseling program as our students who were in need of services continued to receive the help they needed. Our staff continued with the existing referral process and procedures to ensure continuity of the program. Further, our advisory councils (e.g. District Advisory Committee, District English Language Advisory Committee) continued their meetings and consultations remotely through online platforms.

Our Board of Education meetings also were adjusted during this time. Meetings were held both virtually and in person, with times changed to the morning. BUSD also passed an emergency declaration providing the superintendent the authority to take action without Board support for items such as entering into contracts and deciding pay of employees. One example is the 150% pay for the CSEA employees who physically came into work during the pandemic. With the declaration, this was passed without Board approval. However, this item still had to be negotiated with CSEA.

As seen in the measurable outcomes, several metrics were not met. With the previous year's data we realized that we needed to better address SEL needs of our students. Our actions reflect that we have put additional counselling in place, but we used this last year to start a new survey systems and collect baseline data that we will utilize to set targets from for up-coming school years. The district also continues to be challenged by meeting the needs of high numbers of foster youth students who stay variable amounts of time within the district. The increase of counselors will help us to meet new goals for the reduction of the suspension rate, and decrease in the chronic absenteeism numbers.

Lastly, student performance remains high in Bonita Unified, and the district is committed to improving equity for student subgroups in order to close achievement gaps. The district will continue to work on providing coursework to provide students with an excellent education which prepares them to be career and college ready.

Goal 2

2. The District will provide high quality, safe learning environments by recruiting and retaining qualified staff, implementing standards-based materials, and maintaining facilities. (Future Ready: Budget and Resources, Collaborative Leadership, Personalized Professional Learning, Robust Infrastructure, Use of Space and Time, Data Privacy)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Purchased Resources: ELA materials aligned to CA State Standards **19-20** Maintain 90% aligned (Fall 2019) **Baseline** 87% aligned (Fall 2016)	Metric Met: 100% of ELA material are aligned to the CA State Standards. Elementary schools use the state adopted program Benchmark Advanced and Secondary schools all have CA state standards aligned course outlines and materials.
Metric/Indicator District Purchased Resources: Math materials aligned to CA State Standards **19-20** 90% aligned (Fall 2019) **Baseline** 61% aligned (Fall 2016)	Metric Met:100% of Math material are aligned to the CA State Standards. Elementary schools use the state adopted program Go Math and Secondary schools all have CA state standards aligned course outlines with the core programs using CPM math.
Metric/Indicator District Data: Ed Code 3586 Williams Complaints filed **19-20**	Metric Met: No Williams Complaints were made to the district. All Williams requirements have been met for students to have all necessary materials and for facilities to be safe and clean.

Expected	Actual
Maintain 0 Complaints (Spring 2020) **Baseline** 0 Complaints (Spring 2017)	
Metric/Indicator District Data: Percent of total budget resources invested in personnel (classified, certificated, and management) to maintain high quality staff to support students **19-20** No less than 82% Budget Funds for personnel -- salary & benefits (Spring 2020) **Baseline** 82% Budget Funds for personnel -- salary & benefits (Spring 2017)	Metric Met: In 2019-2020 84 percent of the total budgeted resources was invested in personnel to maintain high quality staff to support students.
Metric/Indicator West Ed Student Survey: Percent of students that feel safe at school **19-20** 94% of Grade 5 students feel safe 85% of Grade 7 students feel safe 80% of Grade 9 students feel safe 84% of Grade 11 students feel safe (February 2020) **Baseline** 85% of Grade 5 students feel safe at school 76% of Grade 7 students feel safe at school 71% of Grade 9 students feel safe at school 75% of Grade 11 students feel safe at school (February 2017)	Metric Not Met: Bonita Unified did not use the West Ed. survey for students , but have changed over to a Panorama Student Survey. The new survey had a similar question, and in the area of school safety Elementary students in grades 3-5 rated their schools positively 72% of the time, grades 6-9 students were positive 68% and grades 9-12 students 63%. This data shows more concern than the West Ed survey and the district schools are digging into the data to establish areas of concern to address.

Expected	Actual
Metric/Indicator District Data--Credential Audit: Qualified teachers fully credentialed and appropriately placed **19-20** Maintain 0 miss-assignments 100% of teachers will be correctly credentialed and appropriately placed. (December 2019) **Baseline** 575 Certificated staff--0 miss-assignments; 100% of teachers will be correctly credentialed and appropriately placed. (December 2016)	Metric Met: A credential audit show that 100% of BUSD teachers are correctly credentialed with full credentials, intern credentials, short term staff permits or provisional internship permits. All teacher are appropriately placed. 10 teacher either hold a Short Term staff Permit, Provisional Internship Permit , or Intern Credentials.
Metric/Indicator District Data: Williams Act October Instructional Materials Board Approval **19-20** Maintain 100% of students have access to all appropriate instructional materials. (October 2019) **Baseline** 100% of students have access to all appropriate instructional materials. (October 2016)	Metric Met: In October 2019, Board approval was given for the William Act Instructional Material update. 100% of students have access to appropriate materials.
Metric/Indicator District Data: Facilities Inspection Tool (FIT) Reports **19-20** Maintain 100% of facilities will be in good repair based on the FIT reports (January 2020) **Baseline**	Metric Met: 100% of facilities were maintained in good or exemplary repair based on FIT reports (January 2020)

Expected	Actual
100% of facilities will be in good repair based on the FIT reports (January 2017)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Utilize Document Tracking Services and other software to meet section 508 ADA compliance (interactive accessibility) and record and report important district information including safety and site plans. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	5000-5999: Services And Other Operating Expenditures Base $10,000	5000-5999: Services And Other Operating Expenditures Base $30,829
2.2 Retain intervention teachers to target support for students achieving below grade level, including math teacher ongoing (EL, F, SED). **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　English Learners 　Foster Youth 　Low Income **Scope of Services** 　LEA-wide **Locations** 　All Schools	1000-1999: Certificated Personnel Salaries Supplemental $1,484,203 3000-3999: Employee Benefits Supplemental $486,606	1000-1999: Certificated Personnel Salaries Supplemental $1,476,105 3000-3999: Employee Benefits Supplemental $451,461

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3 Maintain two foster, homeless student liaisons, foster youth counselors, and administrative support to advocate and support foster students (F). **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** Foster Youth **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** Specific Schools: Middle and High Schools	1000-1999: Certificated Personnel Salaries Supplemental $424,791 3000-3999: Employee Benefits Supplemental $130,893	1000-1999: Certificated Personnel Salaries Supplemental $429,979 3000-3999: Employee Benefits Supplemental $123,890
2.4 Staffing support for EL students (bilingual instructional aides); Add additional instructional aides as appropriate. Utilize instructional aides, teachers and counselors to monitor progress of RFEP students (EL) (Costs included in 2.7) **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	1000-1999 Certificated Salaries $884,037 -- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $961,330-- LCFF Supplemental(Repeated Expenditure) 3000-3999 Employee Benefits $658,938 -- LCFF Supplemental (Repeated Expenditure)	1000-1999 Certificated Salaries $836,683 -- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $983,134-- LCFF Supplemental(Repeated Expenditure) 3000-3999 Employee Benefits $625,691 -- LCFF Supplemental (Repeated Expenditure)
2.5 Salaries and benefits to retain highly qualified teachers; implement changes that result in the reduction of employee out-of pocket expenses for benefits and salary increase.	1000-1999: Certificated Personnel Salaries Base $32,619,207 3000-3999: Employee Benefits Base $5,545,227	1000-1999: Certificated Personnel Salaries Base $32,105,918 3000-3999: Employee Benefits Base $5,100,764

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools		

2.6 Salaries and benefits to retain staffing to operate schools and district (certificated, classified, management, confidential); implement changes that result in the reduction of employee out-of-pocket expenses for benefits.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	1000-1999: Certificated Personnel Salaries Base $6,579,202
	
	2000-2999: Classified Personnel Salaries Base $10,382,260
	
	3000-3999: Employee Benefits Base $12,167,234
	
	7000-7439: Other Outgo Base $17,637
		1000-1999: Certificated Personnel Salaries Base $6,394,225
		
		2000-2999: Classified Personnel Salaries Base $10,013,911
		
		3000-3999: Employee Benefits Base $11,183,493
		
		4000-4999: Books And Supplies Base $9,022
		
		5000-5999: Services And Other Operating Expenditures Base $291
		
		7000-7439: Other Outgo Base $17,637

2.7 Salaries and benefits to retain staffing to operate schools and district (certificated, classified, management, confidential) in support of unduplicated students (EL, SED, F); (Positions include:Student Services Coordinator, Dean of Students, Senior Director of Students Services, Coordinator of State and Federal Programs, Computer Technical Support).	1000-1999: Certificated Personnel Salaries Supplemental $884,037 2000-2999: Classified Personnel Salaries Supplemental $961,330 3000-3999: Employee Benefits Supplemental $658,938	1000-1999: Certificated Personnel Salaries Supplemental $836,683 2000-2999: Classified Personnel Salaries Supplemental $983,134 3000-3999: Employee Benefits Supplemental $625,691

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

2.8 Substitute and hourly time for teachers to evaluate new materials and develop/evaluate curriculum (EL SED, F).
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	1000-1999: Certificated Personnel Salaries Supplemental $99,400
	
	3000-3999: Employee Benefits Supplemental $8,685.00
		1000-1999: Certificated Personnel Salaries Supplemental $71,936
		
		3000-3999: Employee Benefits Supplemental $11,669

2.9 High School science teachers will explore and pilot additional open source materials for NGSS.	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

2.10 Evaluate new materials for secondary ELA adoptions
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	4000-4999: Books And Supplies Base $200,000	4000-4999: Books And Supplies Base $217,221

2.11 Pilot and adopt new materials in History Social Science and Science, and other curricular areas as needed.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	4000-4999: Books And Supplies Lottery $130,000
	
	5000-5999: Services And Other Operating Expenditures Lottery $337,034
		4000-4999: Books And Supplies Lottery $542,745
		
		5000-5999: Services And Other Operating Expenditures Lottery $255,739

2.12 Provide intervention materials, technology, and staff to support unduplicated students (EL, SED, F). A portion of these funds shifted to counseling expenses.	4000-4999: Books And Supplies Supplemental $331,519	4000-4999: Books And Supplies Supplemental $197,423 6000-6999: Capital Outlay Supplemental $33,735

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

2.13 Substitute and hourly time to evaluation materials, train teachers, classified staff and parents on new materials and technology.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999: Certificated Personnel Salaries Base $108,873
	
	2000-2999: Classified Personnel Salaries Base $14,058
	
	3000-3999: Employee Benefits Base $11,755
		1000-1999: Certificated Personnel Salaries Base $71,237
		
		2000-2999: Classified Personnel Salaries Base $10,497
		
		3000-3999: Employee Benefits Base $13,081

(B7) Purchase digital instructional materials. (As funding is available)
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

2.15 Computer Information services software licenses, operating expenditures and repairs.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	5000-5999: Services And Other Operating Expenditures Base $370,000	5000-5999: Services And Other Operating Expenditures Base $372,504

2.16 This action represents all budgets for sites and funds including personnel costs for other instructional/assessment programs such as senior project, Math Olympiad, etc.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	1000-1999: Certificated Personnel Salaries Base $5,960
	2000-2999: Classified Personnel Salaries Base $35
	3000-3999: Employee Benefits Base $600
	4000-4999: Books And Supplies Base $864,669
	5000-5999: Services And Other Operating Expenditures Base $11,702
		1000-1999: Certificated Personnel Salaries Base $3,804
		2000-2999: Classified Personnel Salaries Base $0
		3000-3999: Employee Benefits Base $738
		4000-4999: Books And Supplies Base $531,198
		5000-5999: Services And Other Operating Expenditures Base $5,954

2.17 District will address areas of concern regarding safe facilities.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	4000-4999: Books And Supplies Base $6,000
	5000-5999: Services And Other Operating Expenditures Base $4,500
		4000-4999: Books And Supplies Base $0
		5000-5999: Services And Other Operating Expenditures Base $500

2.18 Renew Raptor license at all sites and the District Office. Funds embedded in Action 2.15	5000-5999: $370,000 Services and Other Operating Expenditures	5000-5999: $372,504 Services and Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	LCFF Base (Repeated Expenditure)	LCFF Base (Repeated Expenditure)

2.19 Improve and maintain energy efficiency practices.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	$0	$0

2.20 Other expenditures to maintain or improve district facilities.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	2000-2999: Classified Personnel Salaries Base $1,302,203
	
	3000-3999: Employee Benefits Base $611,158
	
	4000-4999: Books And Supplies Base $626,135
	
	5000-5999: Services And Other Operating Expenditures Base $3,043,297
	
	6000-6999: Capital Outlay Base $976,443
		2000-2999: Classified Personnel Salaries Base $1,356,888
		
		3000-3999: Employee Benefits Base $574,353
		
		4000-4999: Books And Supplies Base $496,207
		
		5000-5999: Services And Other Operating Expenditures Base $2,936,294
		
		6000-6999: Capital Outlay Base $826,632
		
		7000-7439: Other Outgo Base $232,675

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For the majority of actions to support Goal 2, funds were expended as expected. Unspent funds from contributing actions were transferred whenever possible to support new needs of LI, EL and foster youth.   For example some funds from Action 2.12 funds were instead transferred to action 3.2: Utilize additional strategies, committees and surveys to reach parents of students in significant subgroups, Action1.8: Enhance and expand additional programs that support student learning to support unduplicated students including staffing costs and materials, and Action1.12: Provide additional staff development to support emerging needs (additional cost to be determined as needs arise) (EL, SED, F). Whenever possible the district worked to provide services remotely that had been previously utilized on campuses to support students. If that meant hiring additional classified instructional aides or adding to the hours of existing staff, this was done. Plans were also made for any unused funds to be used to prepare for a successful 2020-2021 school year under the difficult school closures resulting from the Covid 19 pandemic.

An important contributing action which was fully utilized was Action 2.7: Supplemental funds support administrative staff who do targeted support for unduplicated youth. Using these funds, staff members were utilized to help follow up with students who had difficulty attending classes remotely. They also were integral to our plan to reach out to any students who showed repeat attendance issues. The $100,000 in savings in Action 2.2 resulted from supplemental funds targeted for intervention being moved to planned counselling expenditures that extended into the summer of 2020, again to support unduplicated students with their social emotional needs during the difficult time period of the Covid pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were definite challenges created by the school closures in March that resulted in a loss of programs for some students. For example, Math Olympiad winners could not proceed to county level events. Graduations could not be held in person. Clubs could continue to meet online but could not meet in person for events. Sport teams were discontinued. But, employment was maintained by the district of all BUSD employees. No one was laid off due to being unable to work remotely. Standards-based materials were provided and when possible resources for remote learning were located and utilized. And, safety on our campuses remained a high priority. The district carefully, thoughtfully, and successfully followed all the Los Angeles County Health Department guidelines.

An important success was the utilization of our Foster Youth Liaissons. The important support work of Foster Youth Liaisons and Bilingual Instructional Aides (BIA) continued after the Covid 19 closures in March 2020. Liaisons continued their work remotely via Zoom working with not only Foster Youth but group homes as well. BIAs worked with teachers as co-hosts on zoom meetings - providing academic support, and helped parent and students to access resources remotely such as Imagine Learning. Intervention teachers also continued their work during the months of remote instruction. In fact they became experts in doing small group instruction remotely and doing assessments in breakout rooms and this resulted in them doing some staff development for various school staffs requiring help in these areas.

Goal 3

3. The District will partner with parents and the community to increase engagement between home and school, communications and parent access to information focusing on continually improving the school climate at each school. (Aligns with Future Ready: Budget and Resources, Collaborative Leadership, Community Partnerships)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Goal 3.a: Of the parents responding to the West Ed survey, parents agree/strongly agree that they feel the school keeps them well-informed. **19-20** West Ed, Feb. 2020 Parent Survey Results: Survey question A.14 Maintain 95% strongly agree/agree that the school keeps them well-informed about school activities (March 2020) **Baseline** West Ed, Feb. 2017 Parent Survey Results: Survey question A.14: 91% strongly agree/agree that the school keeps them well-informed about school activities	Metric Not Met: 94% of parents surveyed agreed/strongly agreed that they feel the school keeps them well-informed. This was just one percent off the target and above the baseline. The district will continue to promote schools using multiple methods of communication so that parents are well informed.
Metric/Indicator Goal 3.b: Of the parents responding to the West Ed survey, parents agree/strongly agree that the school responds to their phone calls, messages, or emails. **19-20**	Metric Not Met: 88% of parents agree/strongly agree that the school responds to their phone calls, messages, or emails. The target was not met, and was just two percent away from the maintenance goal of 90%. The district will continue to promote strong positive communication with parents.

Expected	Actual
West Ed, Feb. 2020 Parent Survey Results: Survey question A.26: Maintain 90% agree/strongly agree that the school promptly responds to phone calls, messages, or emails **Baseline** West Ed, Feb. 2017 Parent Survey Results: Survey question A.26: 87% agree/strongly agree that the school promptly responds to phone calls, messages, or emails	
Metric/Indicator Goal 3.c: Of the parents responding to the West Ed survey, parents agree/strongly agree teachers at the school communicate with parents about what students are expected to learn in class. **19-20** West Ed, Feb. 2020 Parent Survey Results: Survey question A.45: Maintain 90% agree/strongly agree feel teachers at the school communicate with parents about what students are expected to learn in class **Baseline** West Ed, Feb. 2017 Parent Survey Results: Survey question A.45: 87% agree/strongly agree (March 2017)	Metric Not Met: Parents responded favorably with 82% in agreement that the school communicates with parents about what students are expected to learn in class. This is below the baseline and an area to target for better growth. With distance learning occurring in the spring of 2020, Canvas Learning (curriculum management) was purchased and will continue to be used. Bonita staff believe that parents will respond positively to the communication they now have about what students are expected to learn in class.
Metric/Indicator Number of community partnerships with Bonita USD each year. **19-20** Increase community partnerships beyond the 2018-2019 data **Baseline** 28 community partnerships to support our schools (Spring 2017)	Metric Met: The baseline number of partnerships was 28 and the number has increased to 34 over the last 4 years. Bonita has created a new partnership with Hillcrest Retirement Community, the La Verne Heritage society and the new historical Citrus society to offer a family night to elementary schools for students and their parents to take tours of the local Story of La Verne Exhibit staged at Hillcrest.
Metric/Indicator West Ed School Climate Report:	Metric Not Met: Because students no longer take the West Ed survey as Bonita is using the Panorama Survey system, School

Expected	Actual
Secondary School Climate Index **19-20** Lone Hill Middle School maintain 98 percentile Ramona Middle School maintain 98 percentile Bonita High School maintain 98 percentile San Dimas High School reach 93 percentile (February 2020) **Baseline** Lone Hill Middle School 399 index (97 percentile) Ramona Middle School 397 index (97 percentile) Bonita High School 416 index (97 percentile) San Dimas High School 363 (84 percentile) (February 2017)	Climate was only calculated for elementary and it was 78% positive. A Sense of Belonging was measured in Middle School (48%), and in High School (37%). We will use this data as a baseline for growth over the next several years with SEL as a priority at all schools. A Sense of Belonging can be broken down into the following data: Lone Hill Middle School 47% Ramona Middle School 48% Bonita High School 37% San Dimas High School 36%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

3.1 Re-initiate EL parent education workshops/training (EL).
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
 	
Scope of Services
   Limited to Unduplicated Student Group(s)
 	
Locations
   All Schools
	2000-2999: Classified Personnel Salaries Supplemental $3,453
	
	3000-3999: Employee Benefits Supplemental $1,882
		2000-2999: Classified Personnel Salaries Supplemental $3,906
		
		3000-3999: Employee Benefits Supplemental $1,902

3.2 Utilize additional strategies, committees and surveys to reach parents of students in significant subgroups. Increase parent	1000-1999 Certificated Salaries $246,280 -- LCFF Supplemental	1000-1999 Certificated Salaries $254,319-- LCFF Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

education/group home opportunities. Personal contact with parents/group home representatives. (EL, SED, F). (Cost included in 1.8)
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	(Repeated Expenditure)
	2000-2999 Classified Salaries $3,600-- LCFF Supplemental (Repeated Expenditure)
	3000-3999 Employee Benefits $80,470 -- LCFF Supplemental (Repeated Expenditure)
	4000-4999 Books and Supplies $500-- LCFF Supplemental (Repeated Expenditure)
	5000-5999 Services and Other Operating Expenditures $5,200 -- LCFF Supplemental (Repeated Expenditure)
		(Repeated Expenditure)
		2000-2999 Classified Salaries $4,104-- LCFF Supplemental (Repeated Expenditure)
		3000-3999 Employee Benefits $81,106-- LCFF Supplemental (Repeated Expenditure)
		4000-4999 Books and Supplies $797-- LCFF Supplemental (Repeated Expenditure)
		5000-5999 Services and Other Operating Expenditures $1,765 -- LCFF Supplemental (Repeated Expenditure)

3.3 Utilize the District Foster Homeless Student Liaisons and designated counselors/administrative support to provide advocacy for foster students and connect with educational rights holders (cost included in Action 2.3)
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    Foster Youth
 	
Scope of Services
    Limited to Unduplicated Student Group(s)
 	
Locations
    All Schools
	1000-1999 Certificated Salaries $424,791 -- LCFF Supplemental (Repeated Expenditure)
	3000-3999 Employee Benefits $130,893 -- LCFF Supplemental (Repeated Expenditure)
		1000-1999 Certificated Salaries $429,979 -- LCFF Supplemental (Repeated Expenditure)
		3000-3999 Employee Benefits $123,890 -- LCFF Supplemental (Repeated Expenditure)

3.4 Promote and continue to provide multiple methods of communication that are available to parents and students regarding student progress, events, and new initiatives.	5000-5999: Services And Other Operating Expenditures Base $10,526	5000-5999: Services And Other Operating Expenditures Base $13,471

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

3.5 Utilize a research-based survey system to gather data from all parents/community, students and staff. (Costs included in 2.16)
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	1000-1999 Certificated Salaries $5,960 -- LCFF Base (Repeated Expenditure)
	2000-2999 Classified Salaries $35-- LCFF Base (Repeated Expenditure)
	3000-3999 Employee Benefits $600-- LCFF Base (Repeated Expenditure)
	4000-4999 Books and Supplies $864,669-- LCFF Base (Repeated Expenditure)
	5000-5999 Services and Other Operating Expenditures $11,702 -- LCFF Base(Repeated Expenditure)
		1000-1999 Certificated Salaries $3,805 -- LCFF Base (Repeated Expenditure)
		2000-2999 Classified Salaries $0 -- LCFF Base (Repeated Expenditure)
		3000-3999 Employee Benefits $739-- LCFF Base (Repeated Expenditure)
		4000-4999 Books and Supplies $531,198-- LCFF Base (Repeated Expenditure)
		5000-5999 Services and Other Operating Expenditures $5,954 -- LCFF Base(Repeated Expenditure)

3.6 Utilize advisory committees, PTA's, school site councils and the LCAP Stakeholder participants to provide input into school-site and district decision-making processes.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.7 Identify and fund resources for a position that would include a focus on managing public relations including social media. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	5000-5999: Services And Other Operating Expenditures Base $139,500	5000-5999: Services And Other Operating Expenditures Base $130,628
3.8 Develop a Foster Youth Council that would connect foster youth to training, support and resources with mission of engaging foster youth in the school operations where their voice is heard. (Costs included in 1.8) **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　Foster Youth **Scope of Services** 　Limited to Unduplicated Student Group(s) **Locations** 　All Schools	1000-1999 Certificated Salaries $246,280 -- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $3,600-- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $80,470 -- LCFF Supplemental (Repeated Expenditure) 4000-4999 Books and Supplies $500-- LCFF Supplemental (Repeated Expenditure) 5000-5999 Services and Other Operating Expenditures $5,200 -- LCFF Supplemental (Repeated Expenditure)	1000-1999 Certificated Salaries $254,319-- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $4,104-- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $81,106 -- LCFF Supplemental (Repeated Expenditure) 4000-4999 Books and Supplies $797-- LCFF Supplemental (Repeated Expenditure) 5000-5999 Services and Other Operating Expenditures $1,765 -- LCFF Supplemental (Repeated Expenditure)
3.9 Outreach to unduplicated students to ensure awareness of school and community resources (EL, F, SED). (Costs included in 1.8)	1000-1999 Certificated Salaries $246,280 -- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $3,600-- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $80,470 -- LCFF Supplemental (Repeated Expenditure)	1000-1999 Certificated Salaries $254,319-- LCFF Supplemental (Repeated Expenditure) 2000-2999 Classified Salaries $4,104-- LCFF Supplemental (Repeated Expenditure) 3000-3999 Employee Benefits $81,106 -- LCFF Supplemental (Repeated Expenditure)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	4000-4999 Books and Supplies $500-- LCFF Supplemental (Repeated Expenditure)
	5000-5999 Services and Other Operating Expenditures $5,200 -- LCFF Supplemental (Repeated Expenditure)
		4000-4999 Books and Supplies $797-- LCFF Supplemental (Repeated Expenditure)
		5000-5999 Services and Other Operating Expenditures $1,765 -- LCFF Supplemental (Repeated Expenditure)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Almost all funds budgeted for Goal 3 were utilized. While action 3.5 saw a savings of around $300,000 it was part of 2.16 which was broader in scope. This action was fully actualized as the district did use two services for surveys. 2.16 contained site budgets which experienced less material costs in the last three months of school. They also reduced expenditures for extracurricular programs and afterschool programs as these were impacted by school closures. The schools reduced expenditures for programs that did not continue during remote learning due to negotiated reduced roles for certificated and there were related materials and personnel costs savings. Also, importantly, actions which supported Foster Youth Liaisons and school counselors allowed the district to continue support for remote learning to group homes, Foster parents, and struggling students.

The actions for this goal served BUSD well in maintaining excellent communication with parents and the community during the closing of schools in March and the remainder of the school year. Feedback was solicited throughout the spring to ensure stakeholder input. The following is a comprehensive accounting of the times feedback was generated from stakeholder groups.
Surveys were given to parents on a variety of topics and were issued on the following dates:
- 3/15/20 - Technology Survey regarding the need for devices and wifi access
- 6/5/20 - Re-opening of Schools Survey regarding distance and hybrid options

Administration met with the Bonita Unified Teachers Association (BUTA) on 5/15, 6/9, and 6/10.
Administration met with the Bonita Chapter of CSEA on 5/1, 6/10, 6/11, 6/16, 6/17, and 6/24.
Ed services met with curriculum groups and site administration three days prior to closing schools to plan for remote instruction.

During closure, high schools met with ASB students and class councils to discuss distance learning and the associated needs of students.
Executive Administration met with the District PTA Council on 6/12 .
Executive Administration met with the Superintendent's Parent Advisory Group on 6/12 .
The District English Language Advisory Council (DELAC) met on 5/26

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The successes we had in implementing the actions of Goal 3 is exemplified with our continuation of our mental health counseling program during the school closures. Our students who were in need of services continued to receive the help they needed. Our staff continued with the existing referral process and procedures to ensure continuity of the program. Further, our advisory councils (e.g. District Advisory Committee, District English Language Advisory Committee) continued their meetings and consultations remotely through online platforms.

The closure of schools impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students were impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The district utilized its resources to the best of its ability to meet the needs of the students. Other supporting programs included:
1. Meals: During the Distance Learning Program BUSD Food Services continued to provide meals that could be picked up at several locations and times slots.
2. Mental Health: School sites were ready and prepared to provide services for those in need of mental health support. Parents were notified to contact their child's school site if services are needed.
3. "Preparing Every Student To Live Their Purpose" Daycare: BUSD offered a fee-based daycare program with as many as 36 students at each school site. Parents were also given information on how to explore outside daycare options.
4. Technology Support: Information on how to get support for technology while students were remote was sent home i.e. "If your household requires assistance with internet services, please call (909) 971-8377 x8880 or email at HelpDesk@bonita.k12.ca.us."

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide personal protective equipment (PPE) and items to help with social distancing: Gloves, Stickers (for concret), Sneeze guards for reception areas, Squeeze guards for office, Dividers for students, Sandwich Boards, Bathroom signs (laminated), EZ-ups, Megaphones	335,660	336,286	No
Disinfectant Guns (Wands, Electrostatic guns) to clean classrooms and school areas	35,820	17,862	No
Campus / Noon Supervisors will assist with the Health Services isolation room when a students present with symptoms indicating a "presumed positive" case of coronavirus	65,000	16,480	No
School Age Care Encroachment due to increase in hours provided during distance learning and student to adult ratio required	600,000	1,711,327	No
Budgeted indirect cost-reduction to General Fund	148,216	49,053	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Substantive differences were seen in 4 out of 5 line items for In-Person Instructional Offerings, however total costs increased by $946,312.00. Fewer disinfectant guns were needed as classrooms did not need cleaning as much when students were participating in remote instruction. Campus supervisors also did not need to monitor isolation rooms as for much of the year, only daycare students were on campuses. Lastly, there was significantly more School Age Care Encroachment as the district kept costs very low for families to help out due to many families having decreased earnings during the Covid pandemic. Also the budgeted indirect costs were those associated with School Age Care's funding and actual amounts reflect only indirect costs associated with parent paid fees and not the encroachment.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Bonita Unified students remained in distant learning from Aug 20 - April 5. On April 5, elementary students returned in a hybrid model. On April 12, secondary students returned in a hybrid model. The hybrid model utilized from April 5 to May 10 model consisted of one-half of students attending in-person instruction and one-half attending distance instruction per day. All students engaged in daily live interaction and attended both synchronous and asynchronous sessions to ensure minimum daily instructional minutes. During this time period, approximately three-fourths of elementary students and one-half of secondary students returned in this hybrid format. Beginning May 10, all grade spans pivoted to a four day per week model in which any student that opted could attend in-person instruction. This change was precipitated by the LA County Dept. of Public Health protocols for public schools being modified to allow for three-feet spacing in classrooms. For this model, 80% of elementary and 60% secondary students attended in-person. A fully distant learning model was still offered to students as well.

In order to facilitate in-person instruction, the district invested heavily in PPE for staff and students as indicated in the above action. This investment was a significant contributor in our successful implementation of in-person instruction.

The one recurring challenge in providing in-person instruction was the simultaneous management of the in-person students and the distance students by teachers. The district did expend resources in substitute teachers to help teachers manage. Overall, the return to in-person instruction was a success even given our relatively short period of time engaging in this model.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks for Food Services were purchased to assist in the scanning of children's ID's to verify our low-income student's Free/Reduced status	6,375	6,375	No
Purchase 450 Cameras for all classroom teachers to provide distance learning	45,000	39,617	No
Purchase 300 Wifi hot spots for low-income families to access distance learning	109,200	46,800	No
Document Cameras were provided to further support teachers in distance learning/instruction	4,000	86,967	No
Purchase 3500 Chromebooks for all students to use to access distance learning	892,815	1,048,765	No
ZOOM Accounts for all BUSD staff to facilitate distance learning synchronous instruction	36,000	60,000	No
Purchase of the LMS Canvas program for all BUSD teachers and academic support staff to deliver an effective distance learning program	52,990	71,400	No
Laptops for staff to support BUSD teachers, students and families from remote locations (Admin, Counselors) to all groups to work from home during pandemic	9,700	154,968	No
Increased the hours for School Services Coordinators to provide support for students and families related to academic and college/career readiness (Low-Income, Foster Youth, EL)	17,134	111,701	Yes
Hourly pay to a select group of teachers for curriculum development from March 2020 through the beginning of school to prepare a matrix of links and curriculum to help teachers provide the best distance learning programs possible. Differentiated learning opportunities were a focus to meet the needs of Low-Income and EL students	19,500	29,799	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Negotiations teacher participants hourly pay to consolidate district plans for the 20-21 school year	2,775	3,216	No
Hourly pay per school for teacher support distance learning training through the 20-21 school year	2,500	12,972	No
Reimbursement to all employees for supplies needed for distance learning program 400-500 teachers @ $300	120,000	151,996	No
Laptops for Elementary Physical Education Teachers to assist in the providing of distance learning physical education opportunities	7,555	7,554	No
Professional Development to all teachers on the Canvas LMS	50,000	35,351	No
Additional CIS Personnel to provide technology support in delivering chromebooks to students and tech support to teachers	42,000	71,061	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were substantive differences between planned actions and expenditures as the district could not predict the length of time students and staff would be working and/or learning from remote environments. There were many unknowns in the LCP planning phases. Therefore, while $1,417,544 was budgeted; $1,938,542 was expended, which was an increase of $520,998.
*Hotspots did not cost as much because 3 months of service was given at no cost, and half of the total cost was deferred until 21-22.
*Cameras were in bigger demand than expected as teachers wanted document cameras at home with their laptops, and cameras at school for use with regular computers.
*Costs for Zoom accounts and Chromebooks increased as more classified staff were enabled to help with instruction online.
*Canvas LMS costs increased due to professional development fees.
*Laptop costs increased as Chromebooks for teachers were not effective and therefore more laptops were purchased instead for teaching staff.
*Because of reports of increased wellness concerns, school services coordinators had their hours increased further and for a longer period of time than first expected.
*Hourly pay to prepare online curriculum and support throughout the year to teachers providing distance learning was above the original cost projections.
*The unions negotiated a higher reimbursement for supplies needed for distance learning.
*There was a little savings in training for the learning management system as substitutes were trained during their work hours.
*Lastly, extra CIS support for delivering Chromebooks and offering tech support lasted throughout the school year as Chromebooks needed to be traded out and teacher technology was upgraded with microphone support in the spring when students returned to classes on campus for Hybrid instruction.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Bonita Unified incorporated a fully distant instructional model from August 20-April 12. The full complement of BUSD course offerings (K-12) were given in this distance model. The schedule of the distance learning model was as follows:

- TK and Kindergarten teachers provided virtual instruction from 8:00 a.m. to 11:00 a.m. using both whole group and small group instruction. A 15 minute recess is built into the morning learning block. A lunch break was given from 11:00 a.m. to 11:45 a.m. From 11:45 a.m. to 1:30 p.m. additional small group instruction and 1:1 assessments were provided.
- Grade 1-5 teachers provided virtual instruction from 8:00 a.m. to 12:00 p.m. using both whole group and small group instruction. A 15 minute recess is built into the morning learning block. A lunch break was provided from 12:00 to 12:45 p.m. Additional instructional time, both whole and small group, was provided from 12:45 p.m. until 1:30 p.m.
- Grades 6-12 teachers provided virtual instruction using a "block schedule". Teachers provided virtual instruction for 85 minutes for each class period. Each class period met on alternate days, with the exception of Wednesdays. On Wednesdays, teachers provided virtual instruction for 20 minutes for each course. On Mondays, Tuesdays, Thursdays, and Fridays, teachers provided differentiated instruction for 55 minutes. This included small group instruction that was required on various days for students identified as in need. The lunch break was provisioned for 45 minutes daily.

The daily schedules included a balance of whole group, small group, intervention, independent instruction, prep and professional development for teachers.

Internal data shows that teachers were appreciative of the professional development opportunities leading into the fall that helped prepare them for distance learning. Eighty-two percent of teachers stated the training was sufficient to engage in remote learning. Further, 87% of teachers stated satisfaction with the curricular options given and 95% stated that reliability of student technology was important for full implementation.

One challenge reported by teachers in implementing distance learning was the extraordinarily quick turnaround from learning about the Canvas LMS and implementation of the program. Teachers expressed frustration with trying to learn the new system. Several professional development opportunities were given to assist. However, the truncated timeframe was a significant challenge to staff.

Our district community (including Parent Advisory Council, PTA Council) generally lauded Bonita's implementation of the distance

learning program. The community was appreciative of the dedication of our staff and thoroughness in implementation. The one variable that consistently showed up in Spring 2020 conversations with parents regarding distance learning was communication between sites and parents. In response, BUSD significantly increased messages going home to parents through our Aeries communication app. With this modification, parents relayed a sense of appreciation at our responsiveness to their needs.

Access to Devices and Connectivity
With full consideration of the transition to full distance learning, BUSD was successful in providing students access to devices and connectivity to the internet. BUSD handed out 6,237 devices to students and 612 hotspots to families in need. While the rollout of this program showed success, there were the typical hurdles associated with large scale use of technology. For example, our Computer Information Systems department processed 4,255 work orders concerning connectivity and devices over the course of the school year. This was an increase of 234% over the previous year. Further, 3,518 Chromebooks were exchanged through the CIS department needing repairs. This significant surge in work orders / exchanges were processed with only one additional FTE employee in the CIS department for the '20-'21 school year.

Even with these hurdles, our students and parents reported wide-scale satisfaction with our technology department and their access to devices and internet. Ninety-five percent of respondents to our survey noted that there were no significant barriers to their students with respect to distance learning.

In order to ensure that teachers had the materials needed to engage in distance learning, BUSD purchased 500 cameras, Zoom licenses and laptops for the 2020-2021 school year.

Pupil Participation and Progress
BUSD assessed pupil progress in grade TK-5 following a yearly assessment calendar that has been modified to best fit the distance learning and hybrid learning systems. While in distance learning intervention teachers, instructional aides, or classroom teachers completed assessments via Zoom meetings. Teachers assessed in the following platforms: Canvas, Renaissance Place, Think Central - Go Math, Interim state assessments, and foundational reading skills for TK and K.

The progress of students in middle school and high school remained much the same as previous years. Previous benchmarks were given online, and formative assessments were created within Canvas in order to monitor student progress. Additional opportunities for assessment were provided during the trainings outlined previously. Additionally, many secondary curricula provided online assessments as an option for secondary teachers to use.

BUSD teachers were trained in the process to certify attendance in our Aeries system meeting all requirements set forth by the CDE. Teachers also worked with administration and in grade level teams and departments to collaboratively to determine the time values assigned to asynchronous assignments across classrooms, schools and programs. Completed assignments were recorded through AERIES gradebook or Canvas as well as any other gradebook kept for record keeping purposes. Participation in synchronous instruction through Zoom meetings and additional asynchronous work was measured through the use of Canvas and/or teachers'

individual records. An indicator of the effectiveness of this plan is BUSD's successful preliminary audit of our attendance during distance learning. Further indication of success is BUSD's chronic absenteeism rate being only 2% for the 2020-2021 school year.

Distance Learning Professional Development

Staff within the Educational Services Department coordinated efforts to develop supports for teachers to effectively teach in Distance Learning. The Elementary Curriculum Director facilitated weekly meetings to coordinate online curriculum links for teachers to use to provide instruction. Members of the English Language Arts Focus Group, Math Focus Group, History Social Science Group, and Science Focus Group put in over 350 hours of curriculum preparation to support teachers and student learning. Additionally, work was completed by all groups to support English Learners in a remote environment. Grade level Google Sheets with pages of links were made available to all grades and addressed English Learner needs. The Secondary Curriculum Director facilitated the work of TOSA's over the summer and into fall to support curricular areas at the middle and high schools. Lastly, the Educational Technology team aided all groups in learning to navigate new platforms and to creating the on-line curriculum pieces. Professional Development to introduce the curriculum work was done through out August and September giving teachers multiple opportunities to learn new skills and access the online curriculum.

The following professional development opportunities were listed in the LCP. The number of attendees for each is listed to show evidence of PD opportunities in the district:
Canvas Training for secondary teachers and special education teachers to pilot Canvas for summer school 2020 - 32 attendees
Canvas Training for Administrators - 7 attendees
Essential Standards project training K-5 teachers - 125 attendees
Use of Cameras for instruction - BUSD administrative negotiation team and the teacher's association negotiation team - 12 attendees
Canvas for Beginners - both secondary and elementary training - 383 attendees
Use of Canvas Studio and other video creation services - 18 attendees
Ziggy science - online science program training and science focus group planning for inclusion on the Science Matrix for instruction - 25 attendees
BUSD Best Practices for Distance Learning (as presented through Canvas) - 125 attendees
8 weeks of Biweekly Invitational meetings for Canvas collaboration - 62 attendees
Best Practices for teaching Mathematics through remote instruction - Creative Mathematics - 180 attendees
Renaissance Learning - New platform use and using STAR tests in Remote Instruction - 26 attendees
Professional Development: The role of the Intervention Teacher in supporting online instruction - 11 attendees
Professional Development: The role of the Elementary Physical Education teacher in distance learning - 4 attendees
Professional Development: The role of classroom music and chorus during distance learning and hybrid instruction - 3 attendees
Social Emotional Learning and Quaver - Planning for Implementation in the BUSD classroom - 52 attendees
Implementation of the Engagement Support Plan - administration training, counselor training, teacher training - 25 attendees

Other PD opportunities offered (with number of attendees) include:
Substitute Teacher Training for Canvas - 35 attendees

Classified Staff Training for Canvas - 65 attendees
Special Education in Canvas - 50 attendees
Canvas Center for Elementary - 95 attendees
Using Turn-it-in in Canvas Training - 35 attendees
The success of the above professional development opportunities is evidenced throughout the other sections of this document. BUSD's generally successful continuity of instruction program was enhanced by these PD offerings.

Staff Roles and Responsibilities

Several categories of staff positions were noted with responsibility changes in the 2020-2021 Learning Continuity Plan (including Teachers, Instructional Aides, Health Clerks, School Age Care and the Manager of the Bonita Center for the Arts). The transition to completing these duties by the above staff was very successful. Impacted staff completed training in order to complete their new responsibilities and did so with a high degree of effectiveness.

One staff member that was not listed in the Learning Continuity Plan but engaged in significantly altered duties was our Senior Director of Student Services. Our Director effectively became Bonita Unified's lead manager with respect to our response to COVID-19. He led our district in the writing of our protocols to reopen our schools, created and led training of all BUSD staff in the protocols and served as liaison for all LA County Department of Public Health briefings and updates.

Pupils with Unique Needs

Students with Disabilities: During distance learning, students with disabilities have had the opportunity to participate in the general education online program to the greatest extent possible with additional academic supports including small group and/or 1:1 instruction. Services have been individualized depending on the level of support needed. Throughout the year, we encountered some challenges in being able to provide effective differentiated instruction through a distance learning model. In an effort to push through this challenge, we have increased para-educator staffing to accommodate the needed range of differentiated learning. Additionally, we have continued to increase the types and quantity of assistive technology available to our students. Our programs provided individual supplies and devices to use in the home environment, depending on their individual needs including but not limited to: individual occupational therapy equipment, individual adapted physical education equipment, speech materials and/or classroom materials. Students with IEPs were invited to participate in in-person tutoring instruction after school with credentialed teachers. Staff training has focused on both improving distance learning outcomes and utilizing available technology. Our Special Education staff has offered parent trainings focused on helping students to access academics, social skills and behavior. Our secondary students with additional social needs have been invited to participate in online social skills training groups. Once hybrid learning was initiated, offering general education students in-person learning two days per week, students in elementary and middle school self-contained programs were offered the opportunity to participate in-person four days per week.

EL Students: Academic supports implemented in the 2020-21 school year included synchronous small group instruction for students

with unique needs, including daily integrated and designated ELD instruction for English learners. To support direct instruction provided by teachers at both the elementary and secondary levels, ELD instructional aides were trained on various ELD programs such as Benchmark EL, Imagine Learning, and English 3-D. Additionally, the instructional aides were provided training on the Canvas management system and how to best support distance learning through scheduled Zoom meetings that occurred both during the school day and in dedicated blocks of time in the afternoon targeting supplemental English language development support.

Foster Youth: Youth in foster care, particularly those placed in an STRTP, often experience larger than typical educational gaps and school readiness upon arrival in Bonita Unified. These students therefore required significant additional support during distance learning in addition to the supports needed by all students. These supports came primarily in the form of frequent check-in either directly with the student or through staff at the STRTP by the district's two foster/homeless youth liaisons and a team of social work interns. Check-ins were virtual through most of the year, then resumed as in-person when possible when schools re-opened in April. The liaisons and interns also met at least monthly with staff from each STRTP to discuss individual students and to discuss and improve processes for support. Liaisons and interns also regularly advocated for students to ensure the issuing of all earned credits and to facilitate the process for a student to remain in their school of origin, which happened much more frequently this year during distance education.

Homeless: Students experiencing homelessness often need support with foundational needs, in addition to the academic support needed by all students. This was amplified during distance learning in areas such as access to technology, meals, and transportation. Site office staff and counselors provided significant support to students experiencing homelessness and their families. This support included counseling through teletherapy, frequent contact with families, including checking-in, at times daily, when students did not log in for class, multiple home visits and wellness checks, and delivering necessary supplies to the home when the family was unable to come to school. The district also provided each student with a Chromebook for distance learning, and distributed over 300 mobile hotspots to families to ensure internet connectivity. Foster/homeless youth liaisons and social work interns also supported families with basic needs, such as vouchers for food or clothing, and connected families with ongoing community resources.

Parent and Family engagement was supported through virtual meetings that addressed a variety of topics such as: How to navigate local student systems like Aeries, Canvas, and Clever, BUSD FAQs for Distance Learning, i.e.: supports for successful technology usage and management, and websites such as the Los Angeles County Office of Education and CDE English learner resource pages.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Planning with Intervention Teachers to address student learning losses in 20-21. The focus of this planning was to create curriculum to mitigate the loss of learning from spring and summer specifically of students who did not have access to learning materials (i.e., connectivity, devices) over that period of time (Low-income)	1,200	2,600	Yes
Elementary Intervention Teachers will provide direct intervention services to students that have experienced loss of learning, specifically to unduplicated students. Intervention teachers will provide SIPPS, Spire, Secret Story, and Heggerty reading lessons to support regular classroom instruction and Tier 2 Rti support, (Low-income, EL, FY)	2,100,000	1,500,000	Yes
Substitute Teachers trained to support all online courses through reducing class size or teaching in the absence of classroom teacher	114,258	3,363	No
MyOn Reading Program to provide online access to fiction and non-fiction reading material to all students	46,000	44,610	No
Purchase Online Learning Programs that provide adaptive instruction (e.g., IXL, Heggerty Phonemic Awareness, Imagine Learning). Lessons, reading materials, pacing can be differentiated for learners of all levels, and thus, are a significant assistance to new learners of the English language and to families not able to place students into individual tutoring (Low-income, EL)	46,500	95,964	Yes
After-school Tutoring for students needing remediation. This tutoring will be a free service provided to students. This action is for all students, but primarily directed to low-income students who would otherwise not have access to extra instruction. (Low-income)	50,000	183,570	Yes
Bi-Lingual Instructional Aides and Primary Language Assistants to provide academic support for English learners with learning losses (EL)	242,000	210,862	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Aides (Site Specific) to provide small group instruction and targeted instruction for students needing intervention. All schools will provide intervention support to struggling students, with a principal focus being on the needs of English learners, low-income, and foster students (EL, Low-income, FY)	80,000	42,985	Yes
Summer School Program 20-21 to provide broad support for any students with learning losses (secondary schools). Although open to all students, this action is a significant avenue to recover credits for low-income and foster students. (Low-income, FY)	135,000	123,650	Yes
Summer ELD program to provide support for any EL student with learning losses.	27,000	14,376	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were several substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss. The planned expenditures were estimated to cost $2,841,958, but the actuals are $2,221,980 for a cost savings of $619,978. Extended learning opportunities for learning losses were difficult to put into place while following health department guidelines. Some families did not want their children to have more time on zoom meetings for intervention. The costs for intervention aides decreased as many aides and teachers did not do afterschool tutoring while students were in remote learning. Also, 13 full time school substitutes did the training for Canvas and Zoom over 2 days instead of having 50 to 60 daily subs being trained. The district saved over $100,000 by having District personnel do subsequent trainings. Another savings was for bilingual aides and primary language assistants. In a typical year, this staff would have had increased costs due to extra hours they would have used to do ELPAC testing which was suspended for part of the 20-21 school year. Lastly, costs decreased for the EL summer program as some EL students were better served in regular education summer school remedial courses. Additional saving for summer school came from a later starting summer program where costs are deferred into the 2021-2022 school year.

Costs did increase for online programs such as IXL, Standards Plus, Heggerty and Imagine Learning which was provided for EL students across the district instead of just elementary schools. After-school tutoring costs increased as the district purchased a contract with Paper Tutoring company for online afterschool student tutoring.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Internal survey data indicated that stakeholder groups have concerns with the pupil learning loss. For example, although 77% of parents reported that they felt instruction from teachers was adequate, 37% report concern about their own children falling behind academically. Further, 79% of teachers/staff reported that students learned as much in the distance learning model as they did in full-day, in-person instruction. These statistics do indicate perceptual concern about pupil learning loss.

To quantitatively assess learning loss, BUSD used a number of assessments throughout the school year. Three prominent measures were DIBELS, STAR Reading and STAR Math. Data from these measure yielded the following results:

DIBELS FOR GRADES K-2
Gr. K First Sound Fluency: Beginning of Year (BOY) Benchmark (BM) = 10 / BUSD Score = 11.30
Mid Year BM = 30 / 21.47
Gr. 1 NWF-CLS: BOY BM = 27 / 31.91
Mid Year BM = 43 / 53.44
Gr. 1 NWF-WWR: BOY BM = 1 / 7.12
Mid Year BM = 8 / 15.40
Gr. 2 ORF: BOY BM = 52 / 76.63
Mid Year BM = 72 / 95.04

PERCENT PROFICIENT

Grade	Star Reading BOY	Mid	Star Math BOY	Mid
2	68.8%	79.1%	60.8%	74.1%
3	59.4%	67.2%	68.4%	75.8%
4	60.4%	64.1%	62.8%	70.1%
5	57.5%	60.4%	67.2%	70.8%
6	51.3%	40.9%		
7	47.4%	44.9%		
8	44.9%	18.1%		

Analysis of the data indicates that the actions that were put into place in the Learning Continuity Plan for grades K-2 were effective for grades 1 and 2. The data for grades 1 and 2 shows that the positive distance above the benchmarks were maintained between the first and second administrations of the assessment. Our kindergarten students showed learning losses with the First Sound Fluency average score changing from 1 above benchmark at the beginning of the year to 9 below benchmark by midyear.

Our STAR scores indicate that through grades 2-5 scores showed growth from beginning of the year through the mid-year administrations in both Reading and Math. However, a review of 3 years of STAR data show students well behind previous years' growth models. The learning losses are highest as the grades increase in elementary school, and math has been more affected than reading. In middle school, growth was progressively less which does indicate that more learning loss occurred as the grade level increased.

Across the secondary level, BUSD did show an increase in the number of failing grades for the first semester. Reports show roughly double the number of failing grades for first semester than in previous years. To help alleviate this, our high schools added study skills classes for struggling students and increased our outreach programs for the second semester. The study skills class was primarily for 9th and 10th grade students. However, juniors that would have benefitted were also placed in the class. The study skills class focused on study habits, organization and time management and followed portions of the Academic Success curriculum used by Mt. Sac. Other class time was focused on assignment completion and individual accountability to ensure a high level of assignments being turned in on-time and correctly. Through this program, we saw a higher level of success, accountability and self-esteem for our students who struggled the first semester.

Pupils with Unique Needs
EL - BUSD teachers and staff did experience several successes relative to addressing learning loss for EL students. Staff, parents and students reported success in building relationships through Zoom between teacher, bilingual instructional aides and English learners. These strong relationships manifested in higher student engagement and increasing student mastery of new skills related to their learning. One challenge reported was, at times, an inability to have available support materials ELs might need during a distance learning session.

LI - LI students did not always have easy access to picking up school materials as school busing was not available. Instead, school staffs left out materials for longer periods of time and then even transported the materials to students' homes. Online tutoring and online books were also provided to LI students to ensure loss was mitigated.

FY - Youth in foster care, particularly those placed in an STRTP, often experience larger than typical educational gaps and school readiness upon arrival in Bonita Unified. These students therefore required significant additional support during distance learning in addition to the supports needed by all students. Additional support was provided directly with the student or through staff at the STRTP by the district's two foster/homeless youth liaisons and a team of social work interns. Check-ins were virtual through most of the year, then resumed as in-person when possible when schools re-opened in April. The liaisons and interns also met at least monthly with staff from each STRTP to discuss individual students and to discuss and improve processes for support. Liaisons and interns also regularly advocated for students to ensure the issuing of all earned credits and to facilitate the process for a student to remain in their school of origin, which happened much more frequently this year during distance education.

Homeless - Students experiencing homelessness often need support with foundational needs, in addition to the academic support needed by all students. This was amplified during distance learning. Site office staff and counselors were able to provide support to

students experiencing homelessness and their families through teletherapy, frequent contact with families, including checking-in, at times daily, when students did not log in for class, multiple home visits and wellness checks, and delivering necessary supplies to the home when the family was unable to come to school. Foster/homeless youth liaisons and social work interns also supported families with basic needs, such as vouchers for food or clothing, and connected families with ongoing community resources. Taking care of these basic needs allowed students to better access their learning. This focus, in addition to a myriad of tutoring opportunities, strongly mitigated loss for students.

SWD - Students with disabilities need extra support and/or services to access their curriculum, much of which is best done with an in-person multi-modal approach to their learning needs. The difficulty providing these appropriate support and services is compounded by the limitations of virtual education. This difficulty did add to learning loss for students with disabilities. To mitigate, small group and individual instruction was provided as needed. Teletherapy was also provided for speech and counseling services. In addition to Chromebooks and/or iPads, individualized technology was provided as needed to help students with access to appropriate services to increase learning. Individualized supplies, such as sensory tools and materials to assist with writing, were delivered to students as well.

BUSD is preparing to offer a robust summer school program in 2021 with offerings at the elementary, middle and high school levels. This program will focus on ELA and Math skills for students requiring intervention. This is the largest summer school program offered by BUSD in recent memory and will be a significant service to mitigate learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The BUSD mental health support team consists of 8 Mental Health Support Specialists (licensed therapists), 3 DIS/ERMHS counselors (credentialed and/or licensed), 12 school psychologists (credentialed), 16 guidance counselors (credentialed), 4 social work interns, and 3 school psychologist interns. In addition, the district partners with local community mental health providers (Tri-City Mental Health and McKinley Health Services) to supplement school-based counseling and to provide staff development opportunities. Each school site is assigned dedicated mental health support with staff who can provide therapy, education and support for students. Feedback from parents and teachers consistently reflected that students benefitted from counseling services and made progress toward their goals. Many members of our mental health support team reported that the incorporation of teletherapy allowed for increased flexibility with meeting times. This created a more efficient way to accommodate the times that students could meet, as well as, times that worked for parents/caregivers. Aligned with this, counselors reported a benefit to being able to see the home environments of the students. With distance learning and teletherapy, counselors were able to collaborate with the parents/guardians and evaluate how things were progressing in the home.

Our team also reported being able to expand the provision of SEL classroom lessons at sites this year, strengthening relationships with parents and providing more parental support (through monthly Wellness Workshops).
Quantitatively, we used the Panorama survey platform to assess students on a myriad of factors. A breakdown of the most significant results of this survey are listed:

Grades 3-5
75% of students reported a sense of belonging
72% reported being engaged in school
70% reported having feelings of joy

Grades 6-8
48% of students reported a sense of belonging
52% reported being engaged in school
40% reported anxiety

Grades 9-12
37% of students reported a sense of belonging
37% reported being engaged in school
35% reported anxiety

Both parents and staff also relate concerns regarding students' emotional well-being. Forty-two percent of parents reported concern with their child's mental well-being and 34% of staff reported that they considered student depression to be a moderate or severe problem.

The data clearly indicates that as grade level increased, engagement and belonging decreased. The importance of social interaction during adolescence is well-documented in research. The pandemic and subsequent quarantine disproportionately affected our secondary students. As the restrictions loosen for in-person instruction, BUSD will focus heavily on reconnecting students to school.

The mental/emotional well-being of our staff was also gauged through survey data. BUSD staff reported positively to indicators related to their affective domains regarding the workplace. One hundred percent of surveyed staff reported that they felt like BUSD was a safe place to work. Further, 93% reported feeling supported in the workplace and 94% report close professional relationships on our campuses. For individual staff members that displayed indicators of needing assistance or staff members that sought help, BUSD dispensed information on the Employees Assistance Services for Education (EASE) program. EASE is an assessment and counseling service to employees and their families. In addition, EASE provides consultation to managers and supervisors on dealing with emotional issues in the workplace. These services provided needed assistance to our employees in need.

Related to these results is confirmation that Bonita Unified will need to seriously consider an increased allocation of resources to counseling services. This will be reflected in our 2021-2024 LCAP.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Bonita Unified fully implemented our tiered re-engagement strategies to ensure student attendance and participation. Our three tiers were as follows:

LEVEL 1 Interventions: Singular or Short-Term Issues with Attendance, Participation, or Assignment Completion
a. If a student is absent from the daily live interaction (DLI) session for the day/period, the student's family is contacted by the site office to determine the reason for the absence.
b. If a student is not actively participating in DLI activities, the teacher may contact the family to discuss the issue.
c. If a student is not logging in to online activities and/or not submitting assignments, the teacher may contact the family to discuss the issues.

LEVEL 2 Interventions: Would begin when a student has three (3) absences, or if issues with participation or assignment completion persist after Level 1 interventions have been attempted (note: Level 1 interventions continue while Level 2 interventions are being implemented).

a. Within one week of a student reaching the third occurrence being marked absent from a DLI, the following occur:
i. The family and student (if appropriate based on age) are contacted by a site administrator or guidance counselor to discuss any issues associated with the absences. This conversation should address all possible issues on the checklist * as well as address issues specific to the student of which staff are aware. Based on this conversation, the family may be referred to a community-based resource or a district-based resource (counseling, special education, etc.) may be contacted for additional follow-up with the family.
ii. Each week, the Student Services Office will generate a list of all students who have reached their third absence and will send communication to those families notifying them of the absences and providing a reminder of services offered through the district that can support families.   NOTE: Level 2 interventions re-occur at intervals of every three absences (6th absence, 9th absence, etc) and would reoccur if issues with participation or assignment completion persist following an initial Level 2 intervention effort.

LEVEL 3 Interventions: Would begin when a student has accumulated at least 9 absences or if issues with participation or assignment completion persist after Level 2 interventions have been attempted (note: Level 1 and Level 2 interventions continue while Level 3 interventions are being implemented).
a. The student is assigned to Level 3 intervention staff
b. Level 3 intervention staff contacts the family and establishes a plan for regular contact with the family and the student to discuss the checklist and other issues specific to the student.
c. Level 3 intervention staff establishes a communication system with teacher(s) and service providers for this student to monitor ongoing progress.
d. Level 3 intervention staff maintains these systems until issues with attendance, participation, and assignment completion have been resolved.

As a result of these tiers, BUSD maintained high attendance rates for the 2020-2021 school year, as evidenced by 73% of our students had two or less absences for the year. Further, 92% of students had less than 7 absences for the year and only 2% of students had a "chronic absenteeism" issue missing more than ten percent of the year.

Another indicator of the success of our interventions was that significantly less students qualified for subsequent tiers for re-engagement. This implies a link between the success of the tiered strategies and the attendance/participation of our students.

With respect to communication with families, 90% of respondents reported that the school/district did a good job keeping families informed during the pandemic.

Although the absenteeism rates and family reported communication rated highly, 90% of our teachers did report that students were less engaged in remote learning as compared to traditional in-person instruction.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

BUSD began free curbside meal service the first Monday after schools were closed and continued without any disruption to service since that time.

Historically the District has not served meals during winter and spring breaks, nor during the summer. However, we knew that during this difficult time many families in our community needed the meals for their children that they relied upon the school to serve. Our food service employees urged District leadership to continue food service for as long as schools were closed. From the very beginning our Board stepped up and pledged to continue meal service as long as we needed to. With this support and enthusiasm, Bonita Food Services has served rain or shine with drive through service. When in-person school resumed in April we also started service on a hybrid model, with both on-site meals and also continuing our drive-through service.

We have been fortunate that the USDA has continued the waivers which provide flexibilities through September 30, 2021 in our child nutrition programs. These waivers have provided full funding for our program.

Details of our program are as follows:

The District provided curbside pick-up (of a breakfast and a lunch) at five locations within the district: from 11:30 am to 1:30 pm Monday through Thursday (with double meals going out for Fridays with the Thursday delivery). Delivery sites were Central Kitchen, Roynon Elementary, Ekstrand Elementary, La Verne Heights Elementary, and Lone Hill Middle School. Site locations were determined based on the following criteria:

- Geographic distribution throughout the District
- Parent request (based on survey)
- Sites located in area of higher free/reduced lunch count
- Ease of transportation of food from central kitchen to delivery area
- Availability at site of a safe area where we could control traffic flow

Meal service was free to all children 0-18. No paperwork, sign-ups or ID required. Child did not need to be a student of BUSD. Child did not need to be in the car.

We provided a drive-through service where meals were delivered curbside – driver did not need to leave car. Appropriate warming and cooling equipment was used to keep food at safe temperatures.

We utilized all safety procedures as required by the Los Angeles County Department of Health in their COVID-19 rules. We also followed all rules set forth in the CDE Nutrition Services Division COVID-19 health and Safety Considerations during Food Service

During shutdown the District served approximately 14,000 meals each week. Over 780,000 meals were served during the shutdown.

Service was publicized through the District website, Twitter (@bonitausd) and the District Facebook page. Information was also

provided multiple times in all-District communication from the Superintendent (this came through emails, all-calls, and text messages.) The information was also distributed through multiple local social media accounts, including our cities.

Our community was incredibly supportive of our efforts. Our La Verne Police Department and LA County Sheriff's (San Dimas division) often showed up to help us monitor traffic and pass out meals. Our City governments were supportive of our efforts and helped us with publicity. Numerous local businesses and charities donated food and other items for students to be distributed.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Service Encroachment	550,000	0	No
School Nutrition	Budgeted Indirect cost-reduction to General Fund	133,591	133,591	No
Mental Health and Social and Emotional Well-Being	Mental Health Support Specialists Salaries - Understanding that the effects of the pandemic have disproportionately affected low-income students, outreach and services will be focused on these students. (Low-income)	1,600,000	924,033	Yes
Mental Health and Social and Emotional Well-Being	Provide Quaver Socio-Emotional Learning curriculum to K-5 students. Understanding that the effects of the pandemic have disproportionately affected low-income students, implementation of this curriculum is principally beneficial to these students . (Low-income)	490	5,040	Yes
Pupil Engagement and Outreach	Foster Liaisons will continue to provide academic, social and emotional support to Bonita USD foster students (FY)	605,000	199,498	Yes
Mental Health and Social and Emotional Well-Being	Panorama and West Ed surveys will be given to support the identification of students in need of mental health services. Identification for the need of services will be focused on students that would otherwise not have access. (Low-income)	29,500	22,500	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were substantive differences between the planned actions and budgeted expenditures. However, all elements of the planned actions were completed. $2,918,581 was provided to fund "additional actions," but only $1,284,662 was expended. The largest savings occured when there was not any encroachment to nutrition services as funding was extended through federal relief.

Additionally, the original costs for Mental Health Support Specialists salaries was incorrectly listed at $1,600,000. The amount listed included secondary counselor salaries. However, Mental Health Support Providers did have their hours increased throughout the 2020-2021 school year to meet the additional needs of students. Lastly, the cost for our Foster Youth Liaisons was incorrectly listed on the original LCP (listed amount included other administrative support providers). The actual cost is listed in the actuals.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Bonita Unified's response and understanding of the impacts of the pandemic influenced the development of the 2021-2024 LCAP. Although this understanding is reflected throughout the LCAP, it is highlighted by Goal #4 - BUSD staff will work to increase equity, student engagement, and school climate by providing activities, resources and programs to promote students' feelings of connectedness, social and emotional wellness, and emotional resiliency and Goal #2 - BUSD staff will target academic achievement performance gaps identified in subgroups each year as shown on state/local assessment results. This goal was an added one and is centered around subgroup performance. The particular needs of subgroups were a focus during the pandemic and were found to vary among the subgroups. Over time the district developed a growing understanding of the particular needs of each group and want to continue to address those needs which could positively impact academic performance, attendance, Social-Emotional health, and technology needs.

Our analysis of the effects of the pandemic highlighted areas for focus as related to equity, performance gaps, student engagement, and school climate. Students from low income backgrounds were disproportionately impacted by the pandemic and our actions in the 2021-2024 LCAP are indicative of this fact. Examples of actions that reflect our understanding and response to the pandemic to be continued in the 2021-2024 LCAP are:

- Utilizing Apex for meeting the needs of credit recovery and improvement of grades for A-G completion. The flexibility has benefited students and sites with additional offering for students to succeed.
- Continuing the Canvas Learning Management System- centralizing all access for parents or students. This program allowed us to layer other educational software and practices, and guide parents and students to one

place to find items. Allowed for the autonomy our sites flourish under to be brought together in a single space.
- Continuing Zoom - This program allowed us to service students in a distance mode and can be leveraged as we return to the classroom for connecting with parents and students unable to attend or meet in person.
- Continuing Professional Development offerings with online platforms. The system allowed for flexible scheduling and recordings to be shared and archived for future use.
- Investing in Qualtrics to better gather data from individual students and families. We will be using surveys to measure needs of families as well as digging deeper into academic data to target the needs of students and

proactively address those needs.
- Continuing use of digital platforms of adopted texts and materials to allow for flexibility for learners.

- The health and safety requirements that the district met in the 20-21 school year for staff and students may well continue to be an ongoing need over the next few months or years. Therefore, on-going actions supporting school safety are included in the new LCAP.
  - Increasing the hours of counselors. BUSD will continue to fund more hours as noted in the 21-24 LCAP.
  - Continuing parenting classes offered through Zoom. This format will be continued/supported in the 21-24 LCAP.
  - Giving students access to internet hotspots was well received and will be continued as seen in 21-24 LCAP actions.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Mitigating pupil learning loss and increasing academic achievement for all students continues to be the dominant focus of BUSD and this value is reflected in the 2021-2024 LCAP.

With respect to all learners within BUSD, the academic program for each content area is developed through a rigorous process to ensure viability. The process begins with groups of teachers and administrators identifying essential standards, the standards deemed most important for student mastery. Then, student mastery of each of these essential standards is defined and articulated. Instructional sequences to lead students to mastery are created and delivered. Students not meeting mastery will be placed into reteach sessions to facilitate mastery.

Bonita staff engages in comprehensive assessment of all students and seeks to identify any student needing additional assistance to master the academic core content.

Bonita employs the following multiple, objective, academically related criteria to identify students in need of services to mitigate learning loss:

Elementary
Reading:
*Kindergarten Assessments: multiple assessments not proficient
*STAR Reading: score below 43rd percentile
*DIBELs score of Intensive or Strategic
* Other optional indicators that help inform determination (SIPPS, BPST, Language Live)

Math:
*Kindergarten Assessments: multiple assessments not proficient
*STAR Math: score that is below grade level by 1+ years
*Math Fluency Assessments: score of Not Proficient

Secondary
Reading:
*Not Meeting Standards on statewide assessment
*STAR Reading: less than or equal to 43 percentile
*ELA Class grade – D or below
*Other indicators that can inform determination (grade level common assessments)

Math:
*Not Meeting Standards on statewide assessment
*STAR Math: score that is below grade level by 1+ years
*Math Class grade – D or below
*Other indicators that can inform determination (grade level common assessments)

Bonita Unified has a comprehensive system of intervention for students needing extra assistance with the state academic standards. All of our elementary schools will employ intervention teachers whose sole job is to ensure mastery of standards for all students. They incorporate a blend of strategies both pushing-in to classrooms and pulling students out for remediation. Our secondary schools will have dedicated sections in their master schedules to intervene for students. These sections are focused on the ELA and math academic standards.

At the core of Bonita's model of assistance is the philosophy that students need increased access to direct instruction and more time practicing the essential skills. Our model successfully reflects this philosophy and, as a result, our students have shown increased levels of mastery. This program will continue in the 2021-2022 school year and will be reflected in the actions/services in the '21-'22 LCAP.

EL Students: In addition to the above comprehensive program, EL students will continue to be assessed using the ELPAC assessment to gauge progress toward language mastery. Specific actions in '21-'22 LCAP which will address learning loss for EL students are:
Action 1.2 - To increase proficiency on CAASPP assessments, the ELPAC, DIBELS assessments and STAR reading, BUSD intervention teachers and other support personnel will teach LI, EL, and Foster students, in Tier 2 and Tier 3 intervention levels, foundational skills using the research-based programs such as SIPPS and SPIRE to improve core reading skills of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension until students reach proficiency.
Action 1.7 - Extended learning opportunities support the academic needs of EL learners who need ongoing English Language Support without a long summer interruption of services and therefore BUSD will provide certificated and classified staffing and materials for an EL summer program and any related summer assessments.
Action 2.1 - School staffs will include EL, LI, Foster, and Homeless students in all intervention opportunities to ensure appropriate supplemental support for academic achievement.

Action 2.5 - Educational Services personnel will coordinate needed staff development, or provide support materials to classrooms, to ensure that we maintain or improve EL performance on the CAASPP Math and ELA.

Action 6.3 - To support the positive engagement and academic achievement of unduplicated students the Educational Services Department will provide staff development, contracted trainers, substitute, and hourly time for certificated and classified training on curriculum content components which have been identified to meet the ELD standards and/or support language acquisition EL, LI, and Foster Youth.

Action 6.6 - BUSD will fund new technology (software, applications, support hardware such as Imagine Learning and English 3D) and renewal licensing, to target access to unduplicated populations and promote academic success and SEL.

LI Students: In addition to the above comprehensive assessment and intervention program, BUSD will engage in the following actions to address learning loss for LI students:

Action 1.5 - With a goal to increase learning losses in foundational skills, BUSD summer school staff will provide summer opportunities and coursework to targeted LI and F students.

Action 2.9 - The BUSD Equity Committee will meet each year to review district survey/achievement data to identify areas of concern to be addressed, improved or remediated by staff which could positively impact student achievement, engagement, or students' perception of their educational opportunities and assure that a district Needs Assessment for LI, EL, and Foster students is created and reviewed.

Action 2.10 - BUSD staff will support the families of Low Income students with equitable access to the internet by providing internet hotspots in their homes in order for the students and parents in these families to have the ability to access all district curricula and programs which support their learning and school engagement activities.

SWD Students: In addition to the above comprehensive assessment and intervention program, BUSD will engage in the following actions to address learning loss for SWD students:

Action 2.3 - The Bonita Special Education Department and Ed Services will do a needs assessment and work to provide SPED teachers with the skills and materials they need to target SWD Math improvement on STAR and CAASPP Math

Action 2.4 - Personnel within the Educational Services Department will evaluate the staffing for Special Education classes each year to try to provide lower caseloads to enable better academic progress for SPED students and if unable to lower caseloads will utilize intervention teachers for some strategic skill instruction.

Additionally, Bonita's Special Education Department will work collaboratively with families to ensure that necessary services are provided to students to mitigate learning loss. A detailed review of services will be conducted during the IEP process and modified as needed.

FY and Homeless Students: FY and Homeless students are engaged in the same assessment program and intervention program as all BUSD students. In addition to this comprehensive program, FY and Homeless students also have the following actions in the '21-'22 LCAP targeted to their needs:

Action 1.5 - With a goal to increase learning losses in foundational skills, BUSD summer school staff will provide summer opportunities and coursework to targeted LI and F students.

Action 2.9 - The BUSD Equity Committee will meet each year to review district survey/achievement data to identify areas of concern to be addressed, improved or remediated by staff which could positively impact student achievement, engagement, or students' perception of their educational opportunities and assure that a district Needs Assessment for LI, EL, and Foster students is created and reviewed.

Action 2.10 - BUSD staff will support the families of Low Income students with equitable access to the internet by providing internet hotspots in their homes in order for the students and parents in these families to have the ability to access all district curricula and programs which support their learning and school engagement activities.

Action 4.2 - Attendance: BUSD will continue to use the successful tiered re-engagement strategies created during the COVID school closures to support improved attendance for chronically absent students.

Action 4.5 - BUSD will continue to utilize two foster/homeless student liaisons, secondary school counselors, secondary assistant principal, and county agency partners to better support foster/homeless students to graduate, meet graduation requirements, reduce suspension rates and improve attendance.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences were explained in the following sections: Distance Learning Program (curriculum planning increase and School Service Coordinator increase in costs), Pupil Learning Program (more summer planning for intervention, Intervention teacher costs over estimated, online programs to support unduplicated increase, lower after-school tutoring costs, and BIA and PLA costs impacted by less ELPAC testing, and instructional aide cost estimate lower due to length of time in remote instruction), Additional Action and Plan Requirements (costs differed from estimates for Mental Health Counselors and Foster Youth Liaisons but services provided). In a year with historic challenges, the services which contributed to increasing or improving services to unduplicated youth were a high priority. Bonita staff went to extraordinary measures to reach out, teach, help, and support our unduplicated youth. A new online homework help (multilingual), a new learning management system and various supportive curriculum on-line programs, mental health counselling, and Bilingual outreach to parents are just a few of those supportive services. Any savings in costs noted previously will only help to provide ongoing services of a very similar kind as we move into a recovery phase where remediating learning losses will remain a high priority.

The estimated actuals of supplemental funds in the LCP are $3,452,202. This represents about one-half of BUSD supplemental money allotted. It is important to note that the LCP was written to specifically address our response to the pandemic, and thus, supplemental monies noted in the LCP do not reflect the totality of our expenditures. In addition to what is listed in the LCP, BUSD is estimating an additional $2,931,073 of supplemental monies. The money was expended in the following ways:

1. Administration and support personnel costs to support unduplicated youth across the district to support LI, F, and EL students.

2. EL sections at the middle and high schools, intervention classes/section in secondary, teacher hourly tutoring, material purchases to support consumables for intervention and EL programs.
3. Staff development centered around the needs of LI, F and EL students i.e staff development to ensure that BUSD maintains or improves EL performance on the CAASPP Math and ELA.
4. Secondary school counselors, secondary assistant principal, and county agency partners to better support foster/homeless students to graduate, meet graduation requirements, reduce suspension rates and improve attendance.
5. Parent engagement opportunities - these events were attended at record rates during the pandemic.

In total, BUSD will expend at least $6,390,275 in supplemental expenditures this year. This total expenditure meets the minimum proportionality requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Annual Updates for both the 2019-2020 LCAP and 2020-2021 LCP allowed the stakeholders to clearly see those actions which had remained important to the successes in Bonita Unified and to remove actions which were no longer high priorities or that had proved to not aide in the development of successful programs. In analyzing the old goals and actions, and looking at the results of new parent and staff surveys, the LCAP planning team realized the district needed additional attention and actions surrounding subgroup needs and growth as well as an increased concentration on College and Career topics/courses/training. These changes are reflected in the new goals and actions. Three goals are now six, and Goal 2 specifically focuses on the performance of subgroups on our state tests.

The survey given out to parents and staff about the new LCAP contained a list of previous actions that the district had found to be important from the 2019-2020 LCAP and 2020-2021 LCP. The responses from the surveys reflect that Bonita staff need to continue to create a safe learning environment that develops programs that will help all students find their purpose. There is an increased interest in College and Career information and Career Technical Education. There is also a strong push to maintain the high quality of Bonita programs including high academic expectations, strong mental health supports, athletics, and a strong arts programs. All of these are addressed in the new 21-22 through 23-24 LCAP

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

  o Pupil Participation and Progress,

  o Distance Learning Professional Development,

  o Staff Roles and Responsibilities, and

  o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	87,527,916.00	83,867,771.00
	0.00	0.00
Base	79,470,376.00	75,865,271.00
LCFF Supplemental and Concentration	962,051.00	857,261.00
Lottery	467,034.00	798,484.00
Other	489,946.00	465,813.00
Supplemental	6,079,105.00	5,825,884.00
Title III	59,404.00	55,058.00
	59,404.00	51,383.68

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	87,527,916.00	83,867,771.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	43,395,702.00	42,537,851.00
2000-2999: Classified Personnel Salaries	13,818,385.00	13,464,526.00
3000-3999: Employee Benefits	20,310,106.00	18,652,004.00
4000-4999: Books And Supplies	3,117,807.00	2,566,327.00
5000-5999: Services And Other Operating Expenditures	5,662,540.00	4,954,904.00
6000-6999: Capital Outlay	1,057,443.00	1,289,948.00
7000-7439: Other Outgo	165,933.00	402,211.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	87,527,916.00	83,867,771.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	39,838,031.00	39,061,875.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	8,022.00	0.00
1000-1999: Certificated Personnel Salaries	Other	293,747.00	293,747.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,240,902.00	3,167,693.00
1000-1999: Certificated Personnel Salaries	Title III	15,000.00	14,536.00
2000-2999: Classified Personnel Salaries	Base	12,040,907.00	11,757,299.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	638,394.00	601,422.00
2000-2999: Classified Personnel Salaries	Other	128,345.00	106,452.00
2000-2999: Classified Personnel Salaries	Supplemental	979,087.00	995,684.00
2000-2999: Classified Personnel Salaries	Title III	31,652.00	3,669.00
3000-3999: Employee Benefits	Base	18,583,894.00	17,039,309.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	272,485.00	239,479.00
3000-3999: Employee Benefits	Other	54,411.00	52,975.00
3000-3999: Employee Benefits	Supplemental	1,391,994.00	1,316,563.00
3000-3999: Employee Benefits	Title III	7,322.00	3,678.00
4000-4999: Books And Supplies	Base	2,638,729.00	1,810,279.00
4000-4999: Books And Supplies	Lottery	130,000.00	542,745.00
4000-4999: Books And Supplies	Other	0.00	78.00
4000-4999: Books And Supplies	Supplemental	348,647.00	207,180.00
4000-4999: Books And Supplies	Title III	431.00	6,045.00
5000-5999: Services And Other Operating Expenditures	Base	5,161,604.00	4,553,925.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	43,150.00	16,360.00
5000-5999: Services And Other Operating Expenditures	Lottery	337,034.00	255,739.00
5000-5999: Services And Other Operating Expenditures	Other	2,277.00	1,395.00
5000-5999: Services And Other Operating Expenditures	Supplemental	118,475.00	105,029.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Title III	0.00	22,456.00
6000-6999: Capital Outlay	Base	1,057,443.00	1,256,213.00
6000-6999: Capital Outlay	Supplemental	0.00	33,735.00
7000-7439: Other Outgo	Base	149,768.00	386,371.00
7000-7439: Other Outgo	Other	11,166.00	11,166.00
7000-7439: Other Outgo	Title III	4,999.00	4,674.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	5,956,964.00	5,171,801.00
Goal 2	81,415,591.00	78,546,063.00
Goal 3	155,361.00	149,907.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,184,696.00	$2,131,008.00
Distance Learning Program	$1,417,544.00	$1,938,542.00
Pupil Learning Loss	$2,841,958.00	$2,221,980.00
Additional Actions and Plan Requirements	$2,918,581.00	$1,284,662.00
All Expenditures in Learning Continuity and Attendance Plan	$8,362,779.00	$7,576,192.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,184,696.00	$2,131,008.00
Distance Learning Program	$1,380,910.00	$1,797,042.00
Pupil Learning Loss	$187,258.00	$62,349.00
Additional Actions and Plan Requirements	$683,591.00	$133,591.00
All Expenditures in Learning Continuity and Attendance Plan	$3,436,455.00	$4,123,990.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$36,634.00	$141,500.00
Pupil Learning Loss	$2,654,700.00	$2,159,631.00
Additional Actions and Plan Requirements	$2,234,990.00	$1,151,071.00
All Expenditures in Learning Continuity and Attendance Plan	$4,926,324.00	$3,452,202.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bonita Unified	Carl Coles Superintendent	coles@bonita.k12.ca.us (909) 971-8200

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Bonita Unified School District serves approximately 10,000 students in the communities of San Dimas and La Verne in grades TK through 12, and an Adult Transition program. Programs are delivered in eight elementary schools, two middle schools, two comprehensive high schools, one continuation high school, and an alternative program serving a variety of needs. Approximately 39% of BUSD students receive free or reduced meals, about 11% of students receive services through an IEP, and about 5% of students are English Learners. BUSD also serves a large population of students in foster care, mainly from four group homes in the community. Our schools have won numerous awards for excellence including California Distinguished School designations, Model Continuation High School designation and National Blue Ribbon designation.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Bonita Unified students have scored among the highest in the state on the most recent standardized tests, boosting scores as much as 33 percent over five years and achieving proficiency levels of 71 percent in English language arts (ELA) and 60 percent in math. These test scores place Bonita Unified among the top 10 percent of unified school districts in California. For context, Bonita's proficiency rates are twenty percentage points higher than the state average in both ELA and Math. Additionally, Bonita was one of only 37 unified districts in the state to attain at least 70% in ELA and 60% in math. Of these 37 districts, the average unduplicated pupil rate was 20%, while Bonita's was nearly 40%. Further, BUSD's unduplicated pupil count was higher than 34 of the 70/60 districts. We take great pride in this accomplishment and it motivates us to continue to increase outcomes for our students.

There is evidence that the actions/services from our LCAP have helped to increase achievement and close performance gaps with student

groups. Evidence:

- Low Income students (LI) pass rate on CAASPP is 61% in ELA (state average for LI is 39%)

- Low Income (LI) pass rate on CAASPP is 48% in Math (state average for LI students is 27%)

- On California Dashboard, Low Income (LI) metric showing on 19 points above standard on ELA CAASPP (state average for low income students is 30 points below standard)

- On California Dashboard, EL metric showing on 7 points above standard on ELA CAASPP (state average for low income students is 45 points below standard)

- On California Dashboard for mathematics, LI metric shows 51 pts better than state average and EL 63 pts better than state average

- Graduation rate of 96% yielded a Blue indicator on California Dashboard

We believe that this achievement is a direct result of our staffing of intervention teachers and aides, as well as, the emphasis on professional development to increase student achievement. Additionally, we believe that system-level interventions with respect to all students in need have directly impacted our ability to increase performance for BUSD. Examples include: the staffing of two foster liaisons, the staffing of an additional teachers whose primary role is Elementary Math Intervention, and the cadre of social work interns who work with providing services to students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Bonita Unified has identified a number of performance gaps that will be addressed in the 2021-2024 LCAP. These areas include:

Two areas on the 2019 Dashboard that were in the Orange designation: Chronic Absenteeism and Suspension Rate.

Four areas on the 2019 Dashboard in which the performance of BUSD students as a whole was two levels above subgroups:
- ELA Indicator: Overall performance is Green, Foster Youth and Homeless groups are Orange
- Math Indicator: Overall performance is Green, Foster Youth and Homeless groups are Orange
- College/Career Indicator: Overall performance is Green, Foster Youth is Orange
- Graduation Indicator: Overall performance is Blue, SPED is Yellow, 2 or More races are Yellow, and Foster Youth are Red

In addition to the areas above, other identified areas of need for Bonita Unified are:

- Student Wellness, with an emphasis on Mental Health - Nearly 40% of secondary students report having feelings of anxiety in the past 12 months on the fall 2020 Panorama survey. Further, 42% of parents stated concern with their child's mental well being and 34% of staff stated that student depression was a concern.
- Academic Achievement for Low Income (LI) students - LI students have proficiency rates 17 percentage points lower than non-LI students in ELA and 20 percentage points lower in mathematics.

Understanding that variables that contribute to performance are intertwined, Bonita will address these identified areas of need in a holistic fashion. Systematic interventions to address the factors will be:

- Retention of our eight mental health counselors, add four additional mental health counselors, increase all mental health counselors to eight hours per day (from seven hours per day)
- Add 4 FTE elementary math intervention teachers and 15 secondary math sections (combination of state and federal funding)
- Add 4 FTE elementary ELA intervention teachers and 15 secondary ELA sections (combination of state and federal funding)
- Exploration of expansion of career pathways to increase CCI performance and graduation rate
- Continuation of our robust program that brings in social work interns under the direction of our Foster Youth Liaisons

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP was written to align with Bonita Unified's Core Values of Equity, Mastery and a Focus on Results. The vision that Bonita Unified schools will lead all comprehensive districts in the region in academics, activities, athletics, and the arts was a key driver across the new LCAP goals. The plan focuses on the following overarching areas: increasing academic achievement, staffing, facilities, instructional materials, communication/community partnerships, and mental health. In creating the 2021-2024 LCAP, three new goals were created to focus on BUSD areas of priorities:

Goal #1 - Bonita Unified will prepare students to live their purpose by providing high-quality learning environments/programs to address the personalized learning needs of ALL students to ensure high student achievement and college and career readiness.

Goal #2 - BUSD staff will target academic achievement performance gaps identified in subgroups each year as shown on state/local assessment results.

Goal #4 - BUSD staff will work to increase equity, student engagement, and school climate by providing activities, resources and programs to promote students' feelings of connectedness, social and emotional wellness, empowerment and emotional resiliency.

Incorporated in these goals is the increased focus on the disaggregation of data. Baseline data and target outcomes have been disaggregated, where applicable, so that the district can clearly articulate the expectation that performance gaps will close over time.

Acknowledging that gaps do currently occur, the district has developed actions and services that will accelerate growth over time to close these gaps.

This year's LCAP also includes more detailed actions specific to English Learners, Foster Youth and EL students. This is part of an ongoing effort to more fully articulate the efforts occurring in the district on behalf of these student groups. This effort will continue in the years ahead and will remain a bedrock of Bonita Unified.

In the years 2021-2024, Bonita Unified will make a concentrated effort to create the academic and cultural environment to achieve our district-wide goal of 80/70. This goal states that 80% of students will be proficient in ELA and 70% in mathematics. Importantly, the goal is for all subgroups within BUSD to achieve the goal as well. Thus, the actions and services within the 2021-2024 LCAP are reflective of the increased focus on ensuring that each child is given the most conducive environment to reach their fullest potential. Within the LCAP, this focus is fleshed out by significant expenditures in the areas of intervention teachers, mental health counselors and support staff.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Vista Opportunity School; Chaparral High School

Support for Identified Schools

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

The District met with Vista Alternative School and Chaparral High School administration (note: these schools occupy the same campus and have one administrative team between the two), staff, School Site Councils, administration of the group homes that feed into the two schools, and the district foster/youth liaison. Together, the District and the aforementioned stakeholders conducted school-level needs assessments for each school to identify the antecedents for suspensions (Vista) and graduation rates (Chaparral) and how they can be prevented by using a variety of strategies and methodologies. At these meetings, district staff also outlined the budgetary formulas used to allocate funds to school. The school's staffs were trained how to identify potential resource inequities. No resource inequities were identified for either school.

VISTA Alternative: In an effort to identify the antecedents for suspensions at Vista, the District analyzed the suspension rates and their descriptions from the past three years. From 2017-2020 the majority of the suspensions (approximately 70%) were for the following offenses: defiance, profanity, under the influence, possession of a controlled substance, or vapor pen or e-cigarette. In 2017-18 there were 41 suspensions. In 2018-19 there were 46 suspensions. And in 2019-20 (through March 13, 2020) there were 7 suspensions. This rate was significantly affected by the March 13, 2020 school closure due to Covid-19.

The District and school-level team determined the suspensions can be attributed to 1) a high student to teacher ratio in the Vista classroom - an additional teacher will increase individual student support; 2) the absence of a credit recovery class – this class will increase the number of credits earned which will in turn promote student achievement and school connectedness; 3) a need for targeted mental health and drug counseling support – a student services coordinator will provide real-time counseling on an ongoing basis, and 4) the need for professional development in the area of social emotional learning; SEL training will equip Vista's teachers with the necessary tools to support their students. Therefore, the District determined these to be the four areas of need and focus in addressing the suspension rate.

CHAPARRAL High: The District also engaged in an effort to identify the antecedents for low graduation rates at Chaparral High School. In that effort, the District analyzed Chaparral's graduation rates and the antecedents for those rates. According to the California School Dashboard the 2017-18 graduation rate at Chaparral was 79.5%. In 2018-19 the graduation rate was 55.9% and in 2019-2020 it was 68.1%.

The District and school-level team determined the substantial drop of 23.6 points between the two years can be primarily attributed to 1) an increase in the high number of students who enroll at Chaparral in their senior year significantly credit deficient – a credit recovery class will result in an increase in credits earned; 2) 22% of Chaparral's enrollment reside in short-term residential therapeutic placement (STRTP). These high risk, at-promise students are placed in the STRTPs based on the following criteria: a) they must have a mental health diagnosis and b) they must have a history of poor performance and progress in the school setting. This results in poor academic standing which has a direct effect on their connectedness to school and credit recovery progress – a student services coordinator will engage directly with students and their families/caregivers to provide academic and mental health counseling on an ongoing basis; and 3) the need for professional development in the area of social emotional learning; SEL training will equip Chaparral's teachers with the necessary tools to support their students. Therefore, the District determined these to be the four areas of need and focus in addressing the graduation rate.

The District conducted professional development with the Chaparral High and Vista Alternative teams to discuss the qualities of evidence-based intervention. At these meetings, the qualities of the different tiers of interventions were explored. Analysis of the qualities of experimental studies, quasi-experimental studies and correlational studies were conducted with the groups. Additionally, much discussion centered around the importance of selecting interventions that had a measurable, significant effect on student outcomes. As a result of this discussion, the plan was developed with these factors at the forefront.

A significant portion of the intervention for both schools is based around the addition of school counseling. There have been numerous noteworthy studies that indicate that school counseling has a significant effect on reducing behavioral issues with students. For example, in Review of School Counseling Outcome Research, Susan C. Whiston summarizes the school counseling outcome literature and found that students who participated in school counseling interventions tended to score on various outcome measures above those who did not receive the interventions. Additionally, school counseling interventions produced quite large effect sizes in the areas of discipline. Due to research such as this, we feel that our program is a Tier 1 intervention.

Monitoring and Evaluating Effectiveness

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

The district team consisting of the Assistant Superintendent of Educational Services, the Senior Director of Specialized Student Services, and the Coordinator of State and Federal Programs will meet on a regular schedule with the principal of both Chaparral and Vista to monitor and evaluate the effectiveness of the CSI plans. Meetings scheduled at nine-week intervals will be held to analyze relevant data concerning each component of the plan. The priorities described above for each school will be monitored by a variety of measures. The district team's plan in monitoring each component for effectiveness at each school is as follows:

- The reduction of class size and an increase in credits earned at Vista will be accomplished by adding two classes to the school each taught by a qualified and effective teacher. At Chaparral this will be accomplished by adding a Bridge class also taught by a qualified and effective teacher. Reducing the student teacher ratio and increasing the opportunities for credit recovery in these three classes will encourage in-depth collaboration and cooperation between students and the school. Therefore, the expected outcome of adding two classes for Vista students is a reduction in student behaviors that lead to or warrant suspension and an increase in credits earned. The expected outcome of this action for the Chaparral students is an increase in its graduation rate. The effectiveness of these actions will be monitored and evaluated independently by tracking the number of behavior incidents data to previous academic periods and by tracking the number of credits earned on a monthly basis.

- The addition of a Student Services Coordinator (SSC) will provide the students of Chaparral and Vista accessibility to real-time and ongoing mental health and drug counseling and credit recovery counseling. In addition to the SSC supporting student needs as they arise on a day-to-day basis, it is expected that the SSC will provide students with strategies to promote self-regulation and reflection which in turn will be a stop gap for suspensions which have a direct impact on student success and graduation rates. The effectiveness of this action will be monitored and evaluated by analyzing academic data as well as behavioral data (credits earned/incidents and suspensions).

- A Student Services Coordinator (SSC) at Chaparral will provide its families ongoing academic and mental health counseling to strengthen the family/school partnership and support parents by providing them with resources and parent education. This SSC will provide counseling services and parent training for parents of students with recurring disciplinary issues that result in on-campus or off-campus suspensions. This SSC will provide support services and training for parents of students identified to be at highest academic risk due to poor engagement and/or attendance.

- As described above, professional development in the area of social, emotional and academic learning is also a priority. Vista and Chaparral will engage in on-going training focused on how to best address student needs by using effective classroom practices that promote habits for student success. The effectiveness of this action will also be monitored and evaluated through the analysis of behavior and suspension data and credit recovery data, but also through student surveys on student connectedness to the school and commitment to graduating.

Each priority area will be monitored and evaluated as a whole as well as individually. Student behavior records and suspension rates will be analyzed on a nine-week basis. Suspensions will be broken down by student, offense and recidivism. In addition, the antecedents for suspensions will be reviewed to help identify triggers for certain behaviors. Credit recovery will be monitored and evaluated as well on a four-

week basis. The desired outcome for the Vista plan is to reduce suspension rates and the Chaparral plan to increase graduation rates while at each school supporting students with a positive, empathetic, and proactive environment. If at any time during the course of the year the plan is not garnering the desired results, the district team will identify additional supports and allocate necessary resources to ensure the success of the plan.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Bonita Unified fosters engagement of its stakeholders and greatly values the thoughts of our community. In order to ensure that full engagement of our community was achieved during the pandemic, BUSD incorporated a number of different strategies. First, meetings for our district parent groups and our associations were conducted via Zoom to ensure full participation. Additionally, Bonita moved to a community survey to garner feedback concerning the needs and priorities for the district to consider in developing the LCAP. With nearly two thousand individuals responding to the feedback, it was determined that this method will continue in post-pandemic years. This response was broader and incorporated a wider range of thoughts than the previous method of an in-person meeting. Accordingly, BUSD feels that the rich nature of the feedback served as an excellent gauge for planning. Specific meetings include:

22-Sept-2020 English Learner Parent Advisory Committee (PAC/ELPAC)-- Matt Wien presented information regarding the Learning Continuity Plan. Information on the Title III program was also given. -- Participants: DAC/DELAC Members, DO Administration.

23-Sept-2020 Parent Advisory Committee / PTA Council -- Matt Wien presented information regarding updates the Learning Continuity Plan.

30-Sept-2020 Board Meeting - Learning Continuity Plan was adopted.

14-Oct-2020 Board Meeting - Presentation was given to update community on Distance Learning.

9-Dec-2020 Board Meeting - LCFF Budget Overview was adopted.

7-Jan-2021 District Meeting--Reviewed an overview for the development of the LCAP including plans for gathering information for the Annual Update. -- Participants: LCAP Committee

13-Jan-2021 Board Meeting - Presentation was given entitled Achievement Data through the Lens of Equity

02-Feb-2021 Presented information concerning the West Ed Surveys to the principals at the monthly principals meeting. Presented training on how and when to administer the West Ed Staff and Parent Surveys. Participants: LCAP Committee, Principals, Superintendent.

5-Feb-21 PAC - Discussed the implementation of the Learning Continuity Plan -- Participants: PAC Members, DO Administration

10-Feb-21 ELPAC-- Discussed the implementation of the Learning Continuity Plan --Participants: ELPAC Members, DO Administration

25-Feb-21 -- Meeting to discuss community survey -- Participants: LCAP Committee

26-Feb-21 Meeting to discuss 19-20 Actuals and to update 19-20 LCAP. -- Participants: Sonia Eckley, Chris Ann Horsley

01-March-21 thru 26-March-21 West Ed Survey window opened for staff and parent surveys. Participants: Staff—445, Parents—2698

3-March-21 Meeting to discuss LCAP Planning and goal priorities. -- Participants: Matt Wien, Chris Ann Horsley

18-March-21 Meeting to discuss outline of goal development -- LCAP Committee

6-April-21 Meeting to discuss state/federal programs and EL related goals and actions. -- Participants: Chris Ann Horsley, Nancy Sifter, Lisa Rojas

13-April-21 Meeting to discuss LCAP draft goals and actions. -- Participants: Lisa Rojas, Jen Flores, Kathy Flores, Chris Ann Horsley

13-April-21 Meeting to discuss parent support and behavior support training -- Participants: Danielle Walker, Chris Ann Horsley

15-April-21 Meeting to discuss the community survey -- Participants: LCAP Committee

20-April-21- Meeting to discuss funding for College/Career priority -- Participants: Anne Neal, Chris Ann Horsley

26-April-21 thru 30-April-21 District LCAP Survey window opened for staff and parents. Participants: 1890

21-May-21 - Meeting with SELPA Director to discuss LCAP -- Participants: Chris Ann Horsley, Scott Turner. On 05/21/2021, BUSD met with the SELPA and discussed the development of the proposed LCAP and it's alignment with the existing plans developed for Special Education Indicators, including the Special Education Plan (SEP). The SEP addresses ELA and Math participation rates for students with disabilities, discipline, least restrictive environment for students in separate schools, and post secondary outcomes. It was discussed how the LCAP is similarly addressing these priorities for all students.

26-May-21 DAC/DELAC--Presented the updated draft LCAP to the committees and invited feedback to the plan, superintendent provided written response to comments/questions. Participants: DAC/DELAC Members, DO Administration

07-June-21 thru 15-Jun-21 Community Input--Disseminated the draft plan and posted it on the District web site for public feedback -- Participants: Students, Parents, Teachers, PTA, School Board, Community, School Site Council, District Advisory Committee, District English Language Advisory Committee, Employee Assoc. Leaders, Classified/Confidential, Administration, members from Business Services and Educational Services

07-June-21 Met with representatives of the Bonita Unified Teachers Association (BUTA) to review the LCAP draft, answer questions and gather input -- Participants: BUTA Leadership; DO Administration

16-Jun-21 Board Hearing--Present the LCAP at the June board meeting and hold a public hearing for comment/feedback --Participants: Bonita Board Members, Superintendent, District Office Administration, community

30-Jun-21 Board Approval--Bonita School Board votes on approval of the LCAP -- Participants: Bonita Board Members, Superintendent, District Office Administration, community

30-Jun-21 Submit the Board Approved LCAP to LACOE for approval

Weekly Employee Association Leadership--Weekly/monthly meetings with BUTA and CSEA Leadership to discuss progress and steps in implementing LCP and developing 2021-2024 LCAP. -- Participants: BUTA Leadership; CSEA Leadership, DO Administration

Monthly Principal Meetings--Monthly meetings with principals included updates and opportunities to provide input on the Stakeholder Surveys, review of the West Ed Survey results, alignment to the single school site plans, and review of Actions and Services -- Participants: Principals, Assistant Principals, DO Administration

This year's planning process included input from the same key stakeholders including: Community representatives, parents, staff, students, site and district administrators, employee associations' leadership, city representatives, school site council representatives, District Advisory Committee and the District English Learners Advisory Committee members.
To encourage community involvement in the schools, Board meetings provide opportunities for questions and comments by members of the public. All meetings are conducted in accordance with law and the Board's bylaws, policies, and administrative regulations. At least 72 hours prior to a regular meeting, the agenda is posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2). With CA Executive Order N-29-20 issued on March 17, 2020, Bonita Unified began to live stream meetings and post the link on the District website on how to access and view meetings. Bonita Unified alerts the public on how to address the Board by including the following statement on each agenda. The following statement is also posted on the District website and sent out by email to individuals who have requested to receive copies of BUSD agendas:

Pursuant to California Governor's Executive Order, the Bonita Unified School District is authorized to hold public meetings via teleconference and to make meetings accessible electronically to all members of the public seeking to observe and to address the Board of Education. HOW TO ADDRESS THE BOARD: If you would like to make a public comment related to an agenda item or a public comment not related to an item listed on the agenda, please submit your comment by email to: mcdonald@bonita.k12.ca.us. Requests to address the Board should contain: "Request to Address the Board" in the email subject line. In the body of the email, include your name, association to the District, and the agenda item or topic to be addressed. Comments will be read aloud when the agenda item specified on the request is considered. Copies of the Board agenda materials are available upon request. Please email your request to mcdonald@bonita.k12.ca.us.

The following statement is included in each agenda:
Any individual with a disability who requires reasonable accommodation to view the Bonita Unified School District Board of Education meetings via the internet, please email: mcdonald@bonita.k12.ca.us. For individuals speaking a language other than English, translated documents are provided upon request. Additionally, for individuals without internet access, communications are sent via text message through cell phone communication.

The feedback generated from the stakeholder engagement process elicited consistent feedback on the importance of continuing to enhance and refine our academic program and mental health counseling program. The consistent nature of our stakeholders' priorities can be seen in the following:

- When asked about the top priorities of the district, teachers and parents reported safety/positive connection in school and increasing student achievement as the top two.

- When asked what actions/services were most important, teachers and parents identified maintaining the high level of our academic programs, ensuring welfare of students and providing social/emotional support as the top three.

- When asked what BUSD programs were most valued, parents identified academic intervention programs and counseling programs as the top two.

- Our CSEA Association also commented on the importance of continuing our mental health program

The impact of our stakeholder engagement is reflected throughout the 2021-2022 LCAP. Based on repeated consultations and information gathering sessions, Bonita Unified will:

- maintain existing and increase the number of our intervention teachers to facilitate mastery of the essential standards
- maintain existing and increase the number of our mental health support specialists to ensure the social/emotional well-being of our students
- maintain our Foster Liaisons to support the academic and social needs of our Foster Youth
- expand our summer school offerings district-wide

This plan is an enhancement and an extension of our previous LCAPs based on multiple years of stakeholder conversations requesting the allocating of resources to augment our academic and mental health services. The input as expressed by our community is the driving force for this version of the LCAP.

Goals and Actions

Goal

Goal #	Description
1	Bonita Goal #1: Bonita Unified will prepare students to live their purpose by providing high-quality learning environments/programs to address the personalized learning needs of ALL students to ensure high student achievement and college and career readiness. STATE PRIORITIES: #4 Pupil Achievement, #7 Course Access, #8 Other student outcomes LOCAL PRIORITIES: Core Values: Equity, Mastery, Focus on Results

An explanation of why the LEA has developed this goal.

A key measure of a high performing school district is the quality of the instructional programs, enrichment programs and support programs provided to its students. Bonita Unified School District recognizes the importance of maintaining programs which have given the district high success to date and to developing further programs to meet emerging and existing student and staff needs. College and Career readiness is ever evolving and requires a district to continually evaluate and plan to meet the needs of its students in order for them to have access to programs which will help them successfully realize their life and career goals. The assessment metrics and actions below work to provide a framework of focus for BUSD staff to evaluate whether or not they are meeting the personalized learning needs mentioned in Goal 1. Academic achievement is measured by CAASPP and STAR ELA/Reading and Math assessments, CAASSP science and/or course pass rates. College and career readiness is assessed with Dashboard results on a Broad Course of Study, the percent of graduates College and Career Ready with a focus on Foster Youth and SED students, completion of a-g requirements and CTE requirements by graduates, the number of CTE pathways offered, the number of students taking AP course and the pass rate yearly of students scoring 3 or higher, and the percent of students prepared for college by completion of the EAP. The progress of EL students are specifically to be monitored through their yearly reclassification rate and by the number of EL students increasing one or more ELPI levels or maintaining the ELP criterion, (Level 4 on the ELPAC). If BUSD sees improvement in these measures over three years we will be providing high-quality learning environments/programs which meet the personalized learning needs of ALL students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to a Broad Course of Study	Standard Met 2020 Local Indicator - CA Dashboard				Maintain Standard Met 2023-2024 Local Indicator - CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of graduates College and Career Ready	63.7% 19-20 CA Dashboard College and Career Measures				Improve to 68.7% 2023-24 CA Dashboard College and Career Measures
Percent of Foster Youth graduates College and Career Ready	3.6% 19-20 CA Dashboard College and Career Measures				Improve to 15% 2023-24 CA Dashboard College and Career Measures
Percent of SED graduates College and Career Ready	49.3% 19-20 CA Dashboard College and Career Measures				Improve to over 55% 2023-24 CA Dashboard College and Career Measures
Completion of A-G requirements by graduates	55.13% 19-20 CALPADS 15.2				Improve to 60% 2023-24 CALPADS 15.2
Completion of CTE pathways by prepared graduates	22.5% 19-20 CA Dashboard College and Career Measures				Improve to over 25% 2023-24 CA Dashboard College and Career Measures
Number of CTE pathways offered students	9 in 19-20 District Audit				10 or more 2023-24 District Audit

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students who take AP tests	915 in 19-20 DATAQUEST				Maintain over 900 2023-24 DATAQUEST
Percent of AP exams taken in Bonita resulting in a score of 3 or higher	63% in 19-20 DATAQUEST				Improve to 68% 2023-24 DATAQUEST
EL reclassification rate	24.7% 19-20 Local Data				Maintain rate of 20-25% 2023-24 Local Data
EL students making progress toward ELP as measured by students increasing one or more ELPI levels or maintaining the ELP criterion, (Level 4 on the ELPAC)	41.4% 19-20 CA Dashboard				Move to next performance band of 45% to 55% 2023-24 CA Dashboard
Percent of students prepared for college by the EAP (ELA/Math CAASPP score of 3 or higher)	78.2% of 11th graders on the ELA/EAP., 48.7% of 11th graders on the Math/EAP 18-19 https://caaspp-elpac.cde.ca.gov/ Smarter Balanced Assessment Results				Increase 5 percentage points for both ELA and Math over the 3 years 2023-24 https://caaspp-elpac.cde.ca.gov/ Smarter Balanced Assessment Results
CAASPP ELA Proficiency	70.44% Met/Exceeded Standards 18-19				80% Met/Exceeded Standards 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DataQuest -CAASPP Test Results				DataQuest -CAASPP Test Results
STAR Reading Proficiency Grades 3,4,5 and 6,7,8,11	Grades 3,4,5 71% proficient, Grades 6,7,8,11, 51% proficient End of 20-21 Local Assessment				80% proficient Grades 3,4,5, and Grades 6,7,8,11 2023-24 Local Assessment
CAASPP Math Proficiency	59.83 % Met/Exceeded Standards 18-19 DataQuest -CAASPP Test Results				70% Met/Exceeded Standards 2023-24 DataQuest -CAASPP Test Results
STAR Math Proficiency Grades 3,4,5 and 6,7,8,11	Grades 3,4,5, 72% proficient, Grade 6,7,8,11 67% proficienct End of Year 20-21 Local Assessment				70% proficient Grades 3,4,5, and Grades 6,7,8,11 2023-24 Local Assessment
California Science Test Proficiency DataQuest - CAASPP Test Results	43.53% Met/Exceeded Standards 18-19 DataQuest - CAASPP Test Results				60% Met/Exceeded Standards 2023-24 DataQuest - CAASPP Test Results
Science 2nd semester/3rd trimester pass rates Aeries data	84.47% End of Trimester 3 20-21 Local Data - Secondary Schools				Maintain at or above 85% End of Trimester 3 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Local Data - Secondary Schools
College/Career Ready (a-g and CTE)	45 2020 Graduates were a-g and CTE qualified. 2020 CALPADS EOY 1				Over 50 Graduates a-g and CTE qualfied 2023

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing to improve Graduation Rates	BUSD will provide staff to develop and administer a graduation guide, with administrative personnel, counselors, and student support services personnel trained to initiate and monitor the plan which aims to increase LI and F student engagement in course planning towards graduation and increased College and Career awareness, resulting in increased SEL outcomes for participants and increased graduation rates.	$2,857,718.00	Yes
2	Intervention Personnel	To increase proficiency on CAASPP assessments, the ELPAC, DIBELS assessments and STAR reading, BUSD intervention teachers and other support personnel will teach LI, EL, and Foster students, in Tier 2 and Tier 3 intervention levels, foundational skills using the research-based programs such as SIPPS and SPIRE to improve core reading skills of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension until students reach proficiency.	$1,767,198.00	Yes
3	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)	Foster youth liaisons will support students who struggle with academic and personal/social issues, advocate for these students for credits and access to college-prep/CTE classes in order to have a higher percent of youth in foster care graduate College and Career Ready.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Retain High Quality School Support Staff	BUSD will provide salaries and benefits at a level which retains high quality staff (certificated management, classified managment, classified, and confidential) to support BUSD schools. This includes the ROP contract.	$29,958,057.00	No
5	Supplemental Summer Intervention/Enrichment	With a goal to remediate learning losses in foundational skills and promote higher graduation rates with extended learning opportunities, BUSD summer school staff will provide coursework to LI and F students. LI and F students that have STAR math or reading skills below grade level and/or are credit deficient will be counselled to enroll for Summer School.	$14,979.00	Yes
6	Summer Library Program	Library Media Clerks and/or other support personnel will provide a summer library program to increase equitable access to reading material for LI, F, EL students who have more limited access to reading material as outlined in BUSD's needs assessment for unduplicated youth.	$1,049.58	Yes
7	EL Summer Program	Extended learning opportunities support the academic needs of EL learners who need ongoing English Language Support without a long summer interruption of services and therefore BUSD will provide certificated and classified staffing for an EL summer program and any related summer assessments.	$56,742.00	Yes
8	Supportive Programs/Parent Ed	In order to maintain and improve SEL outcomes (Panorama Survey) and academic outcomes, BUSD will continue to provide and expand enrichment programs, arts programs, and parent engagement opportunities which promote equity and engagement for BUSD students and their families.	$15,542.00	No
9	Data Analysis of Needs of Whole Child	Educational Services will work to expand the ability of staff to focus on the needs of students by providing administrators and site staff tools	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(Repeated Expenditure Goal 1 Action 4))	such as Illuminate, Qualtrics, and Panorama reports which enable district staff to look at the whole child and address specific interventions to meet their needs.		
10	Improve CTE Course Alignment (Repeated Expenditure Goal 1 Action 4)	Secondary staffs and Educational Services personnel will improve the alignment of the CTE courses to the CTE model curriculum standards and use labor force data and student interest to build industry-relevant CTE pathways.	$0.00	No
11	Increase CTE Certification (Repeated Expenditure Goal 3 Action 6)	CTE teachers will increase the number of students receiving industry-recognized CTE certificates by promoting their CTE programs and program benefits.	$0.00	No
12	Highly Qualified CTE Teachers (Repeated Expenditure Goal 3 Action 6)	Secondary administrators and Educational Services personnel will work to recruit and retain highly qualified CTE teachers to expand and/or improve CTE pathways. This is the district portion of the match with CTE incentive grant	$628,133.00	No
13	Monitor Academic Growth	BUSD will retain support staff and administration to support the use of DIBELS , Renaissance Learning assessments, Bonita foundational assessments, Interim practice, CAASPP, and other multiple measure assessments to monitor academic growth. (includes audiologist contract)	$331,502.00	No
14	Workability	Using the Workability Grant, the Educational Services Department will provide on the job training for Students with Disabilities in an effort to provide them with important life skills.	$198,191.00	No
15	Staff Support for ELs	To provide English Learners an optimal pace for language acquisition, BUSD will provide teaching staff, paraeducators, teaching sections,	$236,669.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention opportunites, technical support for data input and analysis, and provide monitoring through ELPAC testing and progress monitoring of RFEP students.		
16	Perkins Funding	BUSD will utilize Perkins funding to support CTE programs with materials to run exemplary programs for students.	$46,863.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Goals and Actions

Goal

Goal #	Description
2	Bonita Goal #2 BUSD staff will target academic achievement performance gaps identified in subgroups each year as shown on state/local assessment results. STATE PRIORITIES: #4 Pupil Achievement, #5 Pupil Engagement, #7 Course Access LOCAL PRIORITIES: Core Values: Equity, Mastery, and Focus on Results

An explanation of why the LEA has developed this goal.

Successful school accountability requires that a school district look deeply at data and identify areas for improvement. Subgroups of students may have individual needs that district staff must identify and address for that subgroup of students to be successful. Bonita Unified School District is determined to identify where progress must be made and effectively plan for yearly improvements. The district will evaluate CAASPP performance with a standard of "meeting standard" and/or STAR reading/math proficiency as measured by meeting or exceeding the 43rd percentile. The local assessment will allow the district to measure performance two to three times a year and thereby modify interventions to close performance gaps of effected students. Monitoring yearly progress on the CAASPP will allow the district to modify actions within site plans to make necessary changes to staff and resources to impact subgroup performance in a positive manner in the upcoming year. Foster Youth, Homeless, Students w/ Disabilities, and English Learners are being monitored in English Language Arts and Math. Additionally, Economically Disadvantaged students and Hispanic students are being monitored in math as well, but not in English Language Arts as both of these subgroups on the CA Dashboard are performing above standard (as indicated by Green status) which we believe is a testament to our strong foundational reading skills programs which these groups effectively access in the early grades.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - or STAR Reading, Foster Youth Proficiency	Foster Youth 48.5 average score below standard 2019 CA Dashboard				close gap by 10 2023-24 CA Dashboard
CAASPP ELA - or STAR Reading Homeless Proficiency	Homeless 52.5 average score below standard				close gap by 10 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 CA Dashboard				
CAASPP ELA - or STAR Reading, English Learners	English Learners average score- 6.5 above standard 2019 CA Dashboard				maintain or improve above standard 2023-24 CA Dashboard
CAASPP ELA - or STAR Reading Students w/Disabilities	Students w/ Disabilites 48.5 below standard 2019 CA Dashboard				close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math Foster Youth	Foster Youth average score 63.9 below standard 2019 CA Dashboard				close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math, Homeless	Homeless average score 61.5 below standard 2019 CA Dashboard				close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math English Learners	Academic Indicator English Learners average score 5.5 below standard 2019 CA Dashboard				close gap to standard 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP MATH - or STAR Math Students With Disabilities	Academic Indicator Students With Disabilities average score 73.2 below standard 2019 CA Dashboard				close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math African American	Academic Indicator African American average score 15.5 below standard 2019 CA Dashboard				close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math, CA Dashboard Academic Indicator Hispanic close to standard or higher	Academic Indicator Hispanic average score 2.6 below standard 2019 CA Dashboard				close to standard or higher 2023-24 CA Dashboard
CAASPP MATH - or STAR Math CA Dashboard Academic Indicator Economically Disadvantaged Students	Academic Indicator Economically Disadvantaged Students average score 12.7 below standard 2019 CA Dashboard 2019				close gap by 10 2023-24 CA Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Driven Interventions	School intervention staff will utilize data to inform instruction and identify tiered supports for all students through the use of diagnostic benchmark assessments, common formative assessments, and Common Core Standards Reports through STAR math and reading assessments.	$0.00	No
2	Support Foster and Homeless (repeated Expenditure Goal 1 Action 1)	School staffs will provide actions within their site plans outlining SEL and academic supports for Foster and Homeless students to enable those students to improve performance on STAR assessments and CAASPP assessments and increase their related graduation rates.	$0.00	Yes
3	SWD Math Improvement (Repeated Expenditure Goal 6 Action 1)	The Bonita Special Education Department and Ed Services will do a needs assessment concerning math standards not achieved by SWD students, and work to provide SPED teachers with the skills and materials they need to target SWD Math improvement on STAR and CAASPP Math.	$0.00	No
4	SPED Staffing SWD (Repeated Expenditure Goal 3 Action 6)	Personnel within the Educational Services Department will evaluate the staffing for Special Education classes each year to try to provide lower caseloads to enable better academic progress for SPED students and if unable to lower caseloads will utilize intervention teachers for some strategic skill instruction.	$0.00	No
5	EL Staff Development (Repeated Expenditure Goal 6 Action 3)	Educational Services personnel will coordinate needed staff development, or provide support materials to classrooms, to ensure that we maintain or improve EL performance on the CAASPP Math and ELA.	$0.00	Yes
6	Disaggregated Data (Repeated Expenditure Goal 3 Action 6)	In support of subgroup progress (unduplicated student groups, ethnicity and gender) on academic and SEL measures, BUSD staff will analyze disaggregated data each trimester to identify subgroup trends	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		which need addressing through academic interventions and SEL supports.		
7	Compact Day Planning	The district will provide compact planning days at all schools to ensure there is time for teachers to meet to study data and create intervention plans for students with learning gaps to make up growth.	$0.00	No
8	Curriculum Focus Group/Departments (Repeated Expenditure Goal 3 Action 6)	BUSD will utilize elementary curriculum Focus Groups and secondary departments to focus on changes to California Curriculum frameworks which need to be articulated to staff and incorporated into district programs and coursework.	$0.00	No
9	Equity Committee/ Survey Analysis	The BUSD Equity Committee will meet each year to review district survey/achievement data to identify areas of concern to be addressed, improved or remediated by staff which could positively impact student achievement, engagement, or students' perception of their educational opportunities and assure that a district Needs Assessment for LI, EL, and Foster students is created and reviewed.	$0.00	No
10	Internet Hotspots	BUSD staff will support the families of Low Income students with equitable access to the internet by providing internet hotspots in their homes in order for the students and parents in these families to have the ability to access all district curricula and programs which support their learning and school engagement activities.	$62,000.00	Yes
11	Chaparral High School/Vista Program - CSI	Chaparrel High School will utilize CSI funds to improve student progress and reduce suspension rates by adding a credit recovery class for Vista, adding additional personnel in the Vista classroom to lower the student to adult ratio and more mental health and drug counselling.	$319,324.00	No

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
3	Bonita Goal #3: Bonita Unified will maintain high-quality, safe, technology-rich learning environments, retain qualified staff as required by the state and federal requirements, and maintain our school facilities to ensure students and staff are supported in their teaching and learning endeavors. STATE PRIORITIES: #1 Basic Services, LOCAL PRIORITIES: Core Values: Equity, Focus on Results

An explanation of why the LEA has developed this goal.

Bonita Unified School District is well known for its well kept facilities and prides itself in providing high quality - technology rich environments to prepare students to live their purpose. BUSD firmly believes that staff and students must be given an exemplary educational environment in which to thrive and will strive to maintain the high standards reflected in the measurements below. Maintenance of the high standards will aid in retaining highly qualified staff. The measurements below provide a quantitative review to be completed each fall, and findings can lead to new plans being made to remediate any problems.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully Credentialed and Appropriately Assigned Teachers	Fall 2020- 99% Census Day 2020 CALPADS 4.1 Staffing, 4.3 Assignments				100% Fully Credentialed and Appropriately Assigned Teachers 2023 CALPADS 4.1 Staffing, 4.3 Assignments
Teachers of English Learners will be appropriately credentialled	100% Fall 2020 District Audit				Maintain 100% Fall 2023 District Audit

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintenance of Facilities in Good or Exemplary Repair	100% Fall 2020 Measured by Facility Inspection Tool (FIT) Local Indicator (FIT)				Maintain 100% Fall 2023 Measured by Facility Inspection Tool (FIT) Local Indicator (FIT)
Maintain 1 to 1 Student to Device Ratio	100% Fall 2020/Spring 2021 District Audit				Maintain 100% Fall 2023 District Audit
Staff members feel schools are safe	100% agree or strongly agree West Ed Survey 2021				Maintain 100% agree or strongly agree West Ed Survey 2024
Staff is engaged as reflected in the statement: "this school is a supportive and inviting place for staff to work"	93% agree or strongly agree West Ed Survey 2021				Maintain over 90% agree or strongly agree
Parent Survey: This school is a safe place for my child.	97% agree or strongly agree West Ed Survey 2021				Maintain over 95% agree or strongly agree
Student Survey: The percent of students who feel safe in their schools.	Baseline will be taken in the Fall of 2021 using a Panorama Survey Question				Improve over the Baseline, or maintain over 90% Panorama Survey Question

Actions

Action #	Title	Description	Total Funds	Contributing
1	1 to 1 Technology	BUSD will maintain a 1 to 1 student/staff to device ratio to support Bonita curriculum and programs with a technology rich learning environment by replacing devices on a rotating basis.	$226,000.00	No
2	Maintain and Update Technology	To support essential District curriculum, programs, and functions, BUSD will maintain and update technology infrastructure (data center hardware, single sign-on, student information system, network security, wireless, hotspots, etc)	$200,000.00	No
3	Other Tech Needs	To support essential District curriculum, programs, and functions, BUSD will maintain and support other technology needs; copiers, printers, intercom/paging systems at school sites.	$1,046,005.00	No
4	Identifying Safety Issues (Repeated Expenditures Goal 3 Action 7)	To ensure safe facilities, Maintenance and Operations personnel will create improvement/upgrade plans using data provided by facility walk-throughs and submitted work orders which ensure the identification of school and district safety needs.	$0.00	No
5	Tech Supported District	BUSD will provide Computer Information Services (CIS) the software licenses, operational expenditures, and repair costs to ensure strong, technology-rich, safe school sites (includes Raptor licensing for visitor screening).	$370,000.00	No
6	Retain Highly Qualified Teachers	BUSD will utilize salaries and benefits at a level to retain highly qualified teachers in Bonita classrooms to implement district goals and actions.	$39,344,118.00	No
7	Maintain and Improve Facilities	BUSD will maintain or improve school facilities and support for the Bonita Center of the Arts in an effort to ensure high quality, safe	$6,988,364.00	No

Action #	Title	Description	Total Funds	Contributing
		learning environments for Bonita students, staff and the communities the district serves.		

Goal Analysis [2021-22]

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

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Goals and Actions

Goal

Goal #	Description
4	Bonita Goal #4: BUSD staff will work to increase equity, student engagement, and school climate by providing activities, resources and programs to promote students' feelings of connectedness, social and emotional wellness, empowerment and emotional resiliency. STATE PRIORITIES: #5 Pupil Engagement, #6 School Climate LOCAL PRIORITIES: Core Values: Equity, Mastery, Focus on Results

An explanation of why the LEA has developed this goal.

Research clearly shows that students who experience engagement as measured by coming to class on time, being prepared for and participating in class work, and making the effort to complete assignments and homework are more likely to be academically successful, have passing grades throughout high school, and graduate on time. Bonita Unified School District is committed to increasing equity, engaging students and supporting social emotional learning as well as academics in order to see all measures of engagement improve throughout the district. Measuring absenteeism, attendance, graduation rates, suspensions, expulsions, dropout rates, and school connectedness will allow the district to measure, in a broad sense, if the activities and programs provided are helping students improve social emotional wellness. The district has also targeted important subgroups to monitor that BUSD staff already know need support in the area of decreasing suspensions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	7.4% in 2019 CA Dashboard				Improve to less than 6% or below state average 2023-24 CA Dashboard
Attendance Rate	96% 19-20 Aeries data				Maintain or improve above 96% 2023-23 Aeries Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	95.3% 2020 CA Dashboard				Maintain or improve above 95% 2023-24 CA Dashboard
Suspension Rate	3.8% in 2019 CA Dashboard				Decrease to under 2% 2023-24 CA Dashboard
SWD Suspension Rate	8.3% in 2019 CA Dashboard				Decrease to under 5% 2023-24 CA Dashboard
Foster Youth Suspension Rate	30.1% in 2019 CA Dashboard				Decrease to under 20% 2023-24 CA Dashboard
Expulsion Rate	6 in 19-20 CALPADS 7.10 incident count				Maintain below 10 2023-24 CALPADS 7.10 incident count
Dropout - High School	16 in 19-20 CALPADS 1.14 count				Maintain at or below 15 in BUSD and NPS 2023-24 CALPADS 1.14 count
Dropout - Middle School	3 in 19-20 CALPADS 1.14 count				0 2023-24 CALPADS 1.14 count

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 3-5 School Connectedness	Grades 3-5 Fall 2020 School Climate 78% Sense of Belonging 75% Student Engagement 72% Panorama Survey				Grades 3-5 Fall 2023 School Climate 80% Sense of Belonging 80% Student Engagement 75% Panorama Survey
Grades 6-8 School Connectedness	Grades 6-8 Fall 2020 Student Engagement 52% Sense of Belonging 48% Panorama Survey				Grades 6-8 Fall 2023 Student Engagement 60% Sense of Belonging 60% Panorama Survey
Grades 9-12 School Connectedness	Grades 9-12 Fall 2020 Student Engagement 37% Sense of Belonging 37% Panorama Survey				Grades 9-12 Fall 2023 Student Engagement 60% Sense of Belonging 60% Panorama Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Co-curricular, Extracurricular Enrichment Opportunities for Sites	In order to maintain and improve SEL outcomes (Panorama Survey), BUSD will continue to provide site specific co-curricular, extracurricular, and enrichment opportunities for students in the areas of athletics, visual and performing arts, and activities and regularly collect feedback on the quality of programs utilizing a variety of survey systems. (includes Senior Project, Math Olympiad, Journalism, Hands-On History, etc.)	$2,136,926.00	No

Action #	Title	Description	Total Funds	Contributing
2	Improve Chronic Absenteeism	Attendance: BUSD will continue to use the successful tiered re-engagement strategies created during the COVID school closures to support improved attendance for chronically absent students.	$0.00	No
3	Reduce Suspensions	To improve suspension rates districtwide, BUSD will annually provide suspension data using systems such as Qualtrics and Aeries to site staffs to have staff members generate alternatives to suspension to put into place.	$0.00	No
4	Reduce SWD Suspensions (Repeated Expenditure Goal 3 Action 6)	Utilize the Board Certified Behaviour Analyst (BCBA) to work with staff members to learn skills which will help them positively work with Students With Disabilites (SWD) resulting in a reduction in the suspension rate of SWD students.	$0.00	No
5	Foster/Homeless Support	BUSD will continue to utilize two foster/homeless student liaisons, secondary school counselors, secondary assistant principal, and county agency partners to better support foster/homeless students to graduate, meet graduation requirements, reduce suspension rates and improve attendance.	$594,619.00	Yes
6	Positive Behavior Interventions	The district BCBA will work to train both certificated and classified staff on positive behavior interventions in an effort to reduce suspension rates.	$191,142.00	No
7	Behavior Technicians	BUSD staff will explore and pilot the use of Behavior Technicians post suspensions to support positive behavior interactions on school campuses which will help to reduce school suspension rates for LI, EL, and Foster Youth who all ranked orange or red on suspensions in 2019.	$97,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Home Hospital	Provide home hospital for BUSD students in need of academic services by funding additional hours for certificated teaching to provide academic services to students.	$28,010.00	No
9	Equity Committee	BUSD will implement the Equity Committee recommendations i.e. to develop a system using Aeries to monitor how subgroups are affected by discrimination issues at schools.	$0.00	No
10	Mental Health Services	The results of the SEL Panorama survey and BUSD needs assessment confirm the research that Low-Income, English Learners, and Foster Youth often live in conditions where they experience trauma, which impacts academic performance. These students have a higher need to access counselling services such as the Second Step curriculum and other Tier 3 interventions, to help remediate adverse findings of anxiety and lack of school engagement. To support these students, the district will continue to provide 8 mental health counselors to advocate for the mental health needs of LI, EL and FY students by offering instruction that enhances awareness of mental health, appraisal and advisement addressing academic, career and social/emotional development; short-term counseling interventions; and referrals to community resources for long-term support.	$965,929.00	Yes
11	TriCity and Care Solace	BUSD will provide TriCity counselling services contracts and use interns, as well as providing a Care Solace services, to support additional mental health resources to all Bonita staff and families resulting in more positive results on Panorama and West Ed yearly surveys.	$24,000.00	No

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
5	Bonita Goal #5 BUSD staff will communicate, listen, educate, and partner with parents and our community to create a culture of mutual respect and collaboration to serve Bonita students in a positive school and district climate. STATE PRIORITIES: #3 Parental Involvement and Parent Engagement, #6 School Climate LOCAL PRIORITIES: Core Values: Equity, Focus on Results

An explanation of why the LEA has developed this goal.

When parents, families, and community entities are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous challenges and classwork. Bonita Unified School District is committed to building relationships and collaborating with parents and community partners to ensure that Bonita students have all the support they deserve to realize their potential and be academically successful. Measurements of parent and community member attendance at workshops, for ELPAC input, West Ed surveys and in our DELAC/ELAC meetings will help ensure that BUSD schools and district administration are positively partnering to focus on continual BUSD improvement efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School actively seeks the input of parents before making important decisions.	Strongly Agree/Agree All - 74% ES - 81% MS - 74% HS - 65% 2020-21 West Ed Survey				Strongly Agree/Agree Above 75% all levels 2023-24 West Ed Survey
School encourages me to be an active partner with the school in educating my child.	Strongly Agree/Agree All - 87% ES - 93% MS - 85% HS - 82% 2020-21				Maintain Strongly Agree/Agree Above 80% all levels 2023-24 West Ed Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	West Ed Survey				
Parents feel welcome to participate at this school.	Strongly Agree/Agree All - 79% ES - 88% MS - 75% HS - 70% 2020-21 West Ed Survey				Maintain Strongly Agree/Agree Above 75% all levels 2023-24 West Ed Survey
LCAP Survey participation	1890 staff and parents completed Spring 2021 Qualtrics Data				Maintain over 1800 responses Spring 2024 Qualtrics Data
Parent Partnership Academy for Unduplicated Youth Attendance	parent attendance: 119 total PPA Behavior Help-75 PPA - Academic 28 PPA - Social Skills 16 2020-21 District Audit of participation				120 parents or higher 2023-24 District Audit of participation
ELAC and DELAC participation	Meeting Federal Guidelines 2020-21 District Audit				Meet Federal guidelines 2023-24 District Audit

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Systems	In an effort to maintain and increase survey scores on communication, BUSD administrative staff will utilize Document Tracking and website support services to record, report, and communicate important district and school site information, including safety and site plans.	$110,000.00	No
2	EL Parent Education Program	As parent engagement in schools impacts students' achievement, BUSD will maintain or expand parent education programs provided by in-house staff for the parents of English Learners.	$5,948.00	Yes
3	AERIES Communication/Parent Square (Repeated Expenditure Goal 5 Action 7)	In an effort to maintain or improve communication with parents/families, BUSD will utilize both email and text options through Parent Square/AERIES email to facilitate high communication.	$0.00	No
4	Parent Partnership (Repeated Expenditure Goal 1 Action 8)	To improve outcomes for at-risk students, BUSD will maintain or expand the Parent Partnership Academy, parenting workshops, and outreach to parents/families of students in significant subgroups.	$0.00	No
5	Community Outreach and Partnership	BUSD staff will partner with the La Verne Youth and Family Committee, both City of La Verne and City of San Dimas Recreation departments, and other community groups or educational entities to support community events and share resources to help meet the academic or social- emotional needs of unduplicated youth and other at-risk students in our communities.	$0.00	No
6	Communication with Educational Rights Holders (Repeated Expenditure Goal 4 Action 5)	Utilize the foster/homeless student liaisons and designated counselors/administrators to provide advocacy for foster students to facilitate connections with educational rights holders. Advocacy will center around educational decisions, such as placement, and to ensure that accurate and complete records are in place for each student. The advocacy often involves locating Educational Rights Holder and facilitating their participation in order to make timely decisions.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Communication to Parents and Students	To improve assessment results measuring parent engagement, provide multiple methods of communication with parents and students regarding students' progress, school programs, events, BUSD will utilize a public relations firm such as VMA, and regularly offer parents involvement in School Site Councils, ELACs, DAC/DELAC, and PTA.	$135,000.00	No
8	Survey Systems (Repeated Expenditure Goal 4 Action 1)	BUSD will utilize survey systems to gather data from parents/community, students, and staff to evaluate school and district climate elements in order to enable positive changes and adjustments to programs serving students, staff, and the community.	$0.00	No
9	Stakeholder Input	In order to maintain and improve parents and community engagement with BUSD, BUSD staff will utilize advisory committees, PTA's, school site council, and LCAP stakeholder participants to provide input and collaboration into school-site and district decision-making processes.	$0.00	No

Goal Analysis [2021-22]

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Goals and Actions

Goal

Goal #	Description
6	Bonita Goal #6 Bonita Unified will ensure that staff members have access to high-quality curricular and instructional materials and supportive staff development to provide effective instruction of the California academic standards to our students. STATE PRIORITIES: #1 Basic Services #2 State Standards LOCAL PRIORITIES: Core Values: Equity, Mastery, Focus on Results

An explanation of why the LEA has developed this goal.

The Bonita Unified School District follows important state laws requiring all students, including English Learners, to have access to core materials based on California state-adopted standards and frameworks. The Educational Services Department is dedicated to providing teachers with the opportunities to pilot, evaluate, and adopt published materials or to develop their own materials while following all guidelines provided by the state of California in an effort to provide Bonita students with the absolute best materials. BUSD will monitor the access to standards-based materials with a yearly district audit and as reported on the Local Indicator to the state of California. A yearly audit of EL access to core curriculum will be completed by the Educational Services department to ensure high quality standards-based instructional materials are available and accessible to all English Learners. Additionally, the district will track the hours of staff development that certificated and classified staff are involved in each year in their efforts to maintain compliance with the aims of Goal 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards–Aligned Instructional Materials	100% Fall 2020 (per Williams) District Audit				Maintain 100% Fall 2023 (per Williams) District Audit
Implementation of Academic Standards	Standard Met 2020 Local Indicator				Maintain Standard Met 2023 Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners will be provided with support materials to access Core Curriculum	100% 2020 - per audit by BUSD's State and Federal Programs Coordinator				Maintain 100% 2023 - per audit by BUSD's State and Federal Programs Coordinator
The District will track Staff Development hours for both classified and certificated staff	2183 hrs. Certificated 20-21 1339 hrs. Classified hours 20-21 May 31, 2021 District Audit via bit.ly/BUSDPD				Maintain hours over 1800 for certificated and 800 for classified. May 31, 2024 District Audit via bit.ly/BUSDPD

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-Based Materials/Training	To ensure students have current, standards-based materials, the Educational Serivces Department will provide materials, resources, and sub/hourly time to train staff on CA STANDARDS as new frameworks or adoptions are addressed and/or to pilot and review materials before adoption, and will provide additional support materials and training for remediation of standards not met.	$254,179.00	No
2	Staff Development: Contracted Trainers/Trainings	The Educational Services Department will provide contracted trainers and outside staff development to meet staff needs to support instructional and site priorities which support standards-based instruction, SEL initiatives, Character Development Programs, intervention programs and enrichment programs which positively impact student learning.	$93,600.00	No

Action #	Title	Description	Total Funds	Contributing
3	Intervention Materials and Professional Development	Unduplicated students continue to perform lower on CAASPP and STAR assessments and will benefit from trained teachers using research based intervention materials covering foundational skills and language acquisition. Therefore BUSD will purchase CCSS aligned ELA, ELD, and math intervention materials/programs to support Tiers 2 and 3 interventions for students who are identified to receive Tier 2/3 intervention support. Students will be identified utilizing multiple data points, including students who are performing more than 6 months below grade level. Teachers and aides will be provided with professional development to support their instruction including contracted trainers, workshops, and release time with substitute coverage.	$154,618.00	Yes
4	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)	The Educational Services Department will create and provide summative ELPAC training and Frames for Fluency Training for intervention teachers to develop in them a deeper understanding of student skills needed to attain English Langauge Proficiency.	$0.00	Yes
5	Purchase Board Approved Materials	Following the state material adoption schedule, BUSD will purchase state-adopted materials or other vetted curricula or support software (school board approved) to support CA frameworks and standards.	$1,034,762.00	No
6	Technology/software for Unduplicated Populations	BUSD will fund new technology (software, applications, support hardware such as Imagine Learning and English 3D) and renewal licensing, to target access to unduplicated populations and promote academic success and SEL.	$43,390.00	Yes
7	Induction Program Contract	To ensure a highly trained teaching staff, BUSD will support new teachers with training by providing funding for the induction program and recruiting mentors and attending consortium collaborative meetings (Foothill Consortium contract).	$72,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.8%	$6,857,207

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Action 1.2 - Intervention Personnel - To increase proficiency on CAASPP assessments, the ELPAC, DIBELS assessments and STAR reading, BUSD intervention teachers and other support personnel will teach LI, EL, and Foster students, in Tier 2 and Tier 3 intervention levels, foundational skills using the research-based programs such as SIPPS and SPIRE to improve core reading skills of phonemic awareness, phonics, vocabulary, fluency, and reading comprehension until students reach proficiency.

Action 1.5 Supplemental Summer Intervention/Enrichment - With a goal to remediate learning losses in foundational skills and promote higher graduation rates with extended learning opportunities, BUSD summer school staff will provide coursework to LI and F students. LI and F students that have STAR math or reading skills below grade level and/or are credit deficient will be counselled to enroll for Summer School.

Action 1.6 Summer Library Program - Library Media Clerks and/or other support personnel will provide a summer library program to increase equitable access to reading material for LI, F, EL students who have more limited access to reading material as outlined in BUSD's needs assessment for unduplicated youth.

Action 2.1 Data Drive Interventions (Repeated Expenditure Goal 1 Action 2) School intervention staff will utilize data to inform instruction and identify tiered supports for English Learners, Foster Youth, and Low Income students, including students with disabilities in these three groups, through the use of diagnostic benchmark assessments, common formative assessments, and Common Core Standards Reports through STAR math and reading assessments.

Action 6.3 - Intervention Materials and Professional Development - Unduplicated students continue to perform lower on CAASPP and STAR

assessments and will benefit from trained teachers using research based intervention materials covering foundational skills and language acquisition. Therefore BUSD will purchase CCSS aligned ELA, ELD, and math intervention materials/programs to support Tiers 2 and 3 interventions for students who are identified to receive Tier 2/3 intervention support. Students will be identified utilizing multiple data points, including students who are performing more than 6 months below grade level. Teachers and aides will be provided with professional development to support their instruction including contracted trainers, workshops, and release time with substitute coverage.

Action 6.6 - Technology/software for Unduplicated Populations - BUSD will fund new technology (software, applications, support hardware such as Imagine Learning and English 3D) and renewal licensing, to target access to unduplicated populations and promote academic success and SEL.

Bonita Unified Low Income (LI), Foster Youth and English Learner (EL) students face barriers to mastering our identified foundational skills and essential standards in our core content areas. Specifically, LI students and foster students have significantly less access to early educational opportunities; while our EL students need additional literacy support. This relatively lower level of mastery in ELA and mathematics eventually manifests in lower enrollment in advanced courses and lower a-g completion. Even with Bonita's high levels of academic performance, the need for intervention support currently remains high. Intervention efforts will be targeted to support struggling English learners, low income students, and foster students. With the demonstrated needs above distilling down to the core idea of students needing increased access and more time with instructional experts, the daily intervention opportunities as set up by our master schedule will mitigate identified needs. Research shows early intervention and support for students will close the achievement gap. The focus will be on identifying struggling student populations who have less access to early educational opportunities. There will be an emphasis on growing effective instructional strategies, evaluating appropriate support materials, providing engaging coursework, and purchasing materials to provide interventions that will benefit students struggling with academic content. Research shows systemic use of small groups, additional time working with content, and co-teaching in classrooms promotes consistent structure for students to engage in critical thinking, collaboration, and communication. In addition, explicit instruction in academic language has shown to provide the English Learner the necessary supports to access the curriculum in school programs.

As a result of this research, Bonita Unified will provide Intervention teachers, supplemental summer intervention/enrichment, summer library, and intervention materials and software. The intervention programs will focus on teaching and reteaching identified essential standards and foundational skills in the content area of ELA, Mathematics and ELD, as well as offering enrichment programs and coursework to promote high student engagement.

These actions are being provided on an LEA-wide basis and we expect that all students that have not mastered our essential standards will benefit. Due to significantly less opportunity for early remediation and education, we expect that learning acceleration will be particularly high for low income, English learners, and foster youth students when given this access.

Actions 1.2, 1.5, 1.6, 6.3, and 6.6 are continuations from similar actions in previous BUSD LCAPs. Bonita Unified understands the effectiveness of such actions as indicated by the fact that:

- Bonita Unified Low Income students (LI) pass rate on CAASPP is 61% in ELA (state average for LI is 39%)

- Bonita Unified Low Income (LI) pass rate on CAASPP is 48% in Math (state average for LI students is 27%)

- On California Dashboard, Low Income (LI) metric showing on 19 points above standard on ELA CAASPP (state average for low income students is 30 points below standard)

- On California Dashboard, EL metric showing 7 points above standard on ELA CAASPP (state average for low income students is 45 points below standard)

- On California Dashboard for mathematics, LI metric shows 51 pts better than state average and EL 63 pts better than state average

As a result of the continued use of these actions, our LI, EL and foster students will continue to grow as measured by local assessments (STAR Reading, STAR Math) and the statewide CAASPP and the ELPAC for ELs. The expected measurable outcome is that these students will have proficiency rates commensurate with Bonita Unified students as a whole. Based on our demonstrated results above, Bonita USD is confident that these continued expenditures a an effective way to ensure success of our Low Income, Foster Youth and English Learners.

Action 1.1 - Staffing to Improve Graduation Rates - BUSD will provide staff to develop and administer a graduation guide, with administrative personnel, counselors, and student support services personnel trained to initiate and monitor the plan which aims to increase LI and F student engagement in course planning towards graduation and increased College and Career awareness, resulting in increased SEL outcomes for participants and increased graduation rates.

Action 4.7 - BUSD staff will explore and pilot the use of Behavior Technicians post suspensions to support positive behavior interactions on school campuses which will help to reduce school suspension rates for LI, EL, and Foster Youth who all ranked orange or red on suspensions in 2019.

Action 4.10 - Mental Health Services - In response to the results of the SEL Panorama survey and BUSD needs assessment, the district will continue provide 8 additional mental health counselors who will focus first on the needs of LI, EL and Foster Youth to ensure more positive outcomes on future surveys.

In regards to Actions 1.1, 4.7, and 4.10, the needs of LI, EL, and Foster Youth necessitating the Actions are outlined in the following three paragraphs. Bonita Unified EL, Foster Youth (FY) and Low Income (LI) students report having increased levels of negative social-emotional indicators that impede full access to our educational program. The data supporting this conclusion is robust. For example, although our EL students in grades 3 through 5 experience a sense of belonging in their schools, they rank low in engagement. Grade 6-8 EL students feel more of a sense of belonging than the student body at large, but still rate substantially lower than the student body at large in terms of student engagement and student/teacher relationships. EL students in grades 9-12 rank relatively high in their sense of belonging and in not having feelings of sadness, but they are substantially less engaged than the student body at large. Further, Bonita LI students in grades 3-5 ranked lower in all areas of SEL Supports and Environment (sense of belonging, student engagement, and student teacher relationship). Similarly, in grades 6-8, LI students ranked lower in all assessed areas of SEL Supports and Environment than the student body with the

area of student engagement being the lowest score. In high school, where over 900 LI students responded, their scores put them far behind the baseline for all groups.

The results of negative social-emotional indicators can be seen the district's 3.8% suspension rate. Data from the CA Dashboard shows us that all three groups (EL, LI, FY) rank orange or red thereby contributing greatly to BUSD's suspension levels.

The SEL needs of FY students are well-documented in research. Multiple studies point to increased behavioral and emotional needs of students in the foster care system. For example, it has been noted that 80% of youth involved with the child welfare system require mental health intervention and services due to developmental, behavioral or emotional issues. Further, it is estimated that nearly 90% of children in foster care have been exposed to trauma. Locally, Bonita professionals note that the most significant ongoing issues for our students in foster care are: 1) a general lack of readiness for the school environment that at times requires significant support to assist them with successfully managing the demands of school, 2) time and support needed to build trust in people and in a system that is new and unfamiliar, especially for youth who have moved multiple times, and 3) a lack of typical support structures that might be in place for a youth living with their family. All of these factors affect the overall well-being of most youth in foster care and require substantial support and advocacy.

An additional need necessitating Action 1.1 is that with respect to graduation rates, Bonita USD FY students has a three-year average rate of 40 points below the rate for all BUSD students. LI students' three-year rate is about 4 points below the rate for all BUSD students. Research shows EL, LE, and FY often come from families that lack experience with strong college and career experience and therefore these students lack role models and guidance in these areas. Increasing student engagement in course planning through strong student-adult connections will therefore increase completion rates/graduation rates for at-risk youth and facilitate increased enrollment in College and Career programs.

The results of the needs assessment show that the district needs to continue to create systems to increase the engagement of EL, FY and LI students in the academic and social life on school campuses. The sentiment is captured by the social-emotional research agency Panorama: "Today, educational excellence means creating learning environments where every student feels safe, included, and empowered to achieve. Bringing this vision to life requires hearing from students to better understand the state of equity and inclusion at school."

Accordingly, BUSD will continue to provide (and increase) our mental health support team of mental health support specialists, school counselors, school psychologists, and foster liaisons with behavior technicians to explore strategies and provide support to students to ameliorate the behavior warrenting suspensions, and the lower engagement, lower sense of belonging and feelings of anxiety of our EL, LI and FY populations. This personnel will meet with students through a combination of one-one sessions, small group sessions and whole group (classroom) lessons. Identified students will meet with counselors and behavior technicians on an at-least weekly basis. Students in our program will report higher levels of engagement and belonging, lower levels of anxiety, fewer suspensions and increased graduation rates. While students lea-wide will be provided support from counselors and behavior technicians, we hope to see more growth for EL, LE, and FY students as they have experienced more of the trauma, stress, and disengagement than most other BUSD students.

These actions are being provided on an LEA-wide basis and we expect that all students with social/emotional needs will benefit. However, with the lower baseline of social-emotional health indicated by our students as indicated above, we expect that graduation rates, feelings of belonging, engagement and emotional health will increase and suspensions decrease at a significantly higher rate than the average change for all students as measured by our student wellness surveys, graduation rates and suspension rates.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Low Income students: Academic focused actions, as outlined in this LCAP, are extremely beneficial to low income students and will provide critical, substantial support for LI students beyond BUSD core programs for all students.

Due to significantly less opportunity for early remediation and education, we expect that learning acceleration will be particularly high for Low Income students when provided with these actions and services. As a result of the continued use of these actions and services, it is expected that our LI students will continue to grow as measured by local assessments (STAR Reading, STAR Math) and the statewide CAASPP. The expected measurable outcome is that these students will have proficiency rates commensurate with Bonita Unified students as a whole. Further, with the emphasis on additional personnel to focus on graduation rates for LI students, we project that the graduation rate will increase and match BUSD's overall rates.

Social-Emotional oriented actions as outlined in this LCAP will strongly address the needs of all students, but because of the significant SEL needs of LI students, BUSD expects that LI students will benefit more than average students due to better identification of needs, and the sheer quantity and strength of services BUSD has put together. Based on the documented needs of the LI students (e.g. engagement, sense of belonging in schools), we expect LI students to significantly increase reported levels of these factors via our Panorama survey.

EL students: Academic focused actions for EL students are being administered in addition to the base program for all students. BUSD will engage in additional actions that will increase EL staffing to support students, provide EL students summer school, provide training to EL parents to help support students at home, and provide training to teaching staff on how to best support EL students. With the demonstrated need of EL students for additional literacy support, we expect that learning acceleration will be particularly high for EL students when provided with these actions and services. As a result of the continued use of these actions and services, it is expected that our EL students will continue to grow as measured by local assessments (STAR Reading, STAR Math) and the statewide CAASPP and ELPAC assessments. The expected measurable outcome is that these students will have proficiency rates commensurate with Bonita Unified students as a whole.

Foster Youth students: In addition to the base program, FY students will receive a number of additional actions to support their academic growth and social/emotional well-being. BUSD will engage in additional actions that will provide foster youth liaisons, intervention personnel, and mental health services personnel to significantly enhance the program for these students. These services directly address the demonstrated needs of our FY population. These needs include: lower graduation rates, lower engagement with school, and lower levels of academic readiness for school. The services will provide for advocacy for students around educational decisions, such as placement, and to

ensure that accurate and complete records are in place for each student. This process involves interaction with staff from other districts and group homes, as well as interaction with the student's Educational Rights Holder (ERH). The advocacy often involves locating ERH and to facilitate their participation in order to make timely decisions, as well as to ensure that the ERH understands the rights of the student and the process for making decisions. This advocacy speeds the process for student enrollment, and makes it more likely that the student will be in the appropriate placement with the right supports in place. As a result of our additional actions for FY students, it is expected that our FY students will continue to grow as measured by local assessments (STAR Reading, STAR Math) and the statewide CAASPP. The expected measurable outcome is that these students will have proficiency rates that more closely match the rates of Bonita Unified students as a whole. Further, with the emphasis on additional personnel to focus on graduation rates for FY students, we project that the graduation rate will increase and match BUSD's overall rates. With respect to social/emotional outcomes, the additional actions for FY students will increase feelings of belonging and engagement with school (as measured by Panorama), increase transitional outcomes upon entry to BUSD, and lessen levels of reported anxiety.

Based on our demonstrated results throughout our LCAP, Bonita USD is confident that these additional expenditures are an effective way to ensure success of our Low Income, Foster Youth and English Learners.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$89,996,006.58	$319,324.00		$294,747.00	$90,610,077.58

Totals:	Total Personnel	Total Non-personnel
Totals:	$80,669,514.58	$9,940,563.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Staffing to improve Graduation Rates	$2,857,718.00				$2,857,718.00
1	2	English Learners Foster Youth Low Income	Intervention Personnel	$1,767,198.00				$1,767,198.00
1	3	Foster Youth	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)					$0.00
1	4	All	Retain High Quality School Support Staff	$29,958,057.00				$29,958,057.00
1	5	Foster Youth Low Income	Supplemental Summer Intervention/Enrichment	$14,979.00				$14,979.00
1	6	English Learners Foster Youth Low Income	Summer Library Program	$1,049.58				$1,049.58
1	7	English Learners	EL Summer Program				$56,742.00	$56,742.00
1	8	All	Supportive Programs/Parent Ed	$15,542.00				$15,542.00
1	9	All	Data Analysis of Needs of Whole Child (Repeated Expenditure Goal 1 Action 4))					$0.00
1	10	All	Improve CTE Course Alignment (Repeated Expenditure Goal 1 Action 4)					$0.00
1	11	All	Increase CTE Certification (Repeated Expenditure Goal 3 Action 6)					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	All	Highly Qualified CTE Teachers (Repeated Expenditure Goal 3 Action 6)	$628,133.00				$628,133.00
1	13	All	Monitor Academic Growth	$331,502.00				$331,502.00
1	14	Students with Disabilities grades 9-12	Workability	$198,191.00				$198,191.00
1	15	English Learners	Staff Support for ELs	$236,669.00				$236,669.00
1	16	All	Perkins Funding				$46,863.00	$46,863.00
2	1	All	Data Driven Interventions					$0.00
2	2	Foster Youth	Support Foster and Homeless (repeated Expenditure Goal 1 Action 1)					$0.00
2	3	Students with Disabilities	SWD Math Improvement (Repeated Expenditure Goal 6 Action 1)					$0.00
2	4	Students with Disabilities	SPED Staffing SWD (Repeated Expenditure Goal 3 Action 6)					$0.00
2	5	English Learners	EL Staff Development (Repeated Expenditure Goal 6 Action 3)					$0.00
2	6	All	Disaggregated Data (Repeated Expenditure Goal 3 Action 6)					$0.00
2	7	All	Compact Day Planning					$0.00
2	8	All	Curriculum Focus Group/Departments (Repeated Expenditure Goal 3 Action 6)					$0.00
2	9	All	Equity Committee/ Survey Analysis					$0.00
2	10	Low Income	Internet Hotspots	$62,000.00				$62,000.00
2	11	All	Chaparral High School/Vista Program - CSI		$319,324.00			$319,324.00
3	1	All	1 to 1 Technology	$226,000.00				$226,000.00
3	2	All	Maintain and Update Technology	$200,000.00				$200,000.00
3	3	All	Other Tech Needs	$1,046,005.00				$1,046,005.00
3	4	All	Identifying Safety Issues (Repeated Expenditures Goal 3 Action 7)					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	All	Tech Supported District	$370,000.00				$370,000.00
3	6	All	Retain Highly Qualified Teachers	$39,344,118.00				$39,344,118.00
3	7	All	Maintain and Improve Facilities	$6,988,364.00				$6,988,364.00
4	1	All	Co-curricular, Extracurricular Enrichment Opportunities for Sites	$2,136,926.00				$2,136,926.00
4	2	All	Improve Chronic Absenteeism					$0.00
4	3	All	Reduce Suspensions					$0.00
4	4	Students with Disabilities	Reduce SWD Suspensions (Repeated Expenditure Goal 3 Action 6)					$0.00
4	5	Foster Youth	Foster/Homeless Support	$594,619.00				$594,619.00
4	6	All	Positive Behavior Interventions				$191,142.00	$191,142.00
4	7	Foster Youth Low Income	Behavior Technicians	$97,500.00				$97,500.00
4	8	All	Home Hospital	$28,010.00				$28,010.00
4	9	All	Equity Committee					$0.00
4	10	English Learners Foster Youth Low Income	Mental Health Services	$965,929.00				$965,929.00
4	11	All	TriCity and Care Solace	$24,000.00				$24,000.00
5	1	All	Communication Systems	$110,000.00				$110,000.00
5	2	English Learners	EL Parent Education Program	$5,948.00				$5,948.00
5	3	All	AERIES Communication/Parent Square (Repeated Expenditure Goal 5 Action 7)					$0.00
5	4	All	Parent Partnership (Repeated Expenditure Goal 1 Action 8)					$0.00
5	5	All	Community Outreach and Partnership					$0.00
5	6	Foster Youth	Communication with Educational Rights Holders (Repeated Expenditure Goal 4 Action 5)					$0.00
5	7	All	Communication to Parents and Students	$135,000.00				$135,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	8	All	Survey Systems (Repeated Expenditure Goal 4 Action 1)					$0.00
5	9	All	Stakeholder Input					$0.00
6	1	All	Standards-Based Materials/Training	$254,179.00				$254,179.00
6	2	All	Staff Development: Contracted Trainers/Trainings	$93,600.00				$93,600.00
6	3	English Learners Foster Youth Low Income	Intervention Materials and Professional Development	$154,618.00				$154,618.00
6	4	English Learners	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)					$0.00
6	5	All	Purchase Board Approved Materials	$1,034,762.00				$1,034,762.00
6	6	English Learners Foster Youth Low Income	Technology/software for Unduplicated Populations	$43,390.00				$43,390.00
6	7	All	Induction Program Contract	$72,000.00				$72,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$6,801,617.58	$6,858,359.58
LEA-wide Total:	$5,902,381.58	$5,902,381.58
Limited Total:	$899,236.00	$955,978.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Staffing to improve Graduation Rates	LEA-wide	Foster Youth Low Income	All Schools	$2,857,718.00	$2,857,718.00
1	2	Intervention Personnel	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,767,198.00	$1,767,198.00
1	3	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00
1	5	Supplemental Summer Intervention/Enrichment	LEA-wide	Foster Youth Low Income	6-12	$14,979.00	$14,979.00
1	6	Summer Library Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,049.58	$1,049.58
1	7	EL Summer Program	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$56,742.00
1	15	Staff Support for ELs	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$236,669.00	$236,669.00
2	2	Support Foster and Homeless (repeated	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Expenditure Goal 1 Action 1)					
2	5	EL Staff Development (Repeated Expenditure Goal 6 Action 3)	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00
2	10	Internet Hotspots	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$62,000.00	$62,000.00
4	5	Foster/Homeless Support	Limited to Unduplicated Student Group(s)	Foster Youth	6-12	$594,619.00	$594,619.00
4	7	Behavior Technicians	LEA-wide	Foster Youth Low Income	All Schools	$97,500.00	$97,500.00
4	10	Mental Health Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$965,929.00	$965,929.00
5	2	EL Parent Education Program	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,948.00	$5,948.00
5	6	Communication with Educational Rights Holders (Repeated Expenditure Goal 4 Action 5)	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		$0.00
6	3	Intervention Materials and Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,618.00	$154,618.00
6	4	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00
6	6	Technology/software for Unduplicated Populations	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,390.00	$43,390.00

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.