LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonita Unified

CDS Code: 19643290000000

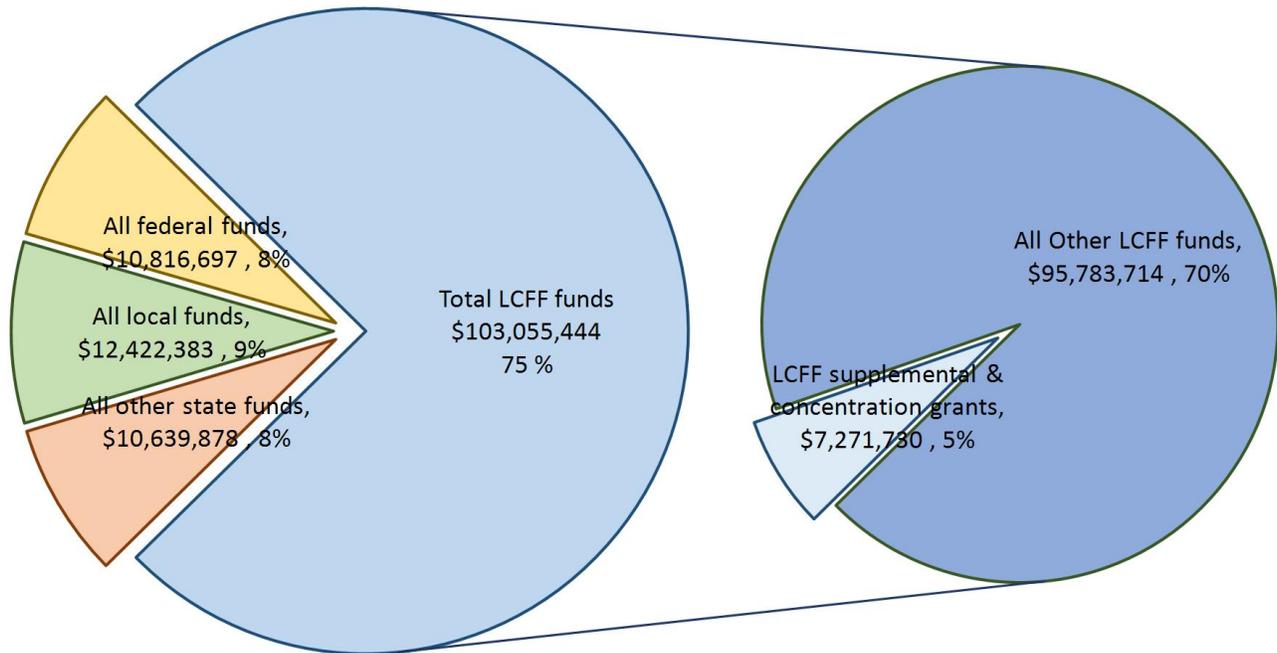School Year: 2022-23

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 2022-23 School Year

Projected Revenue by Fund Source

All federal funds, $10,816,697 , 8%

All local funds, $12,422,383 , 9%

All other state funds, $10,639,878 , 8%

Total LCFF funds $103,055,444 75 %

All Other LCFF funds, $95,783,714 , 70%

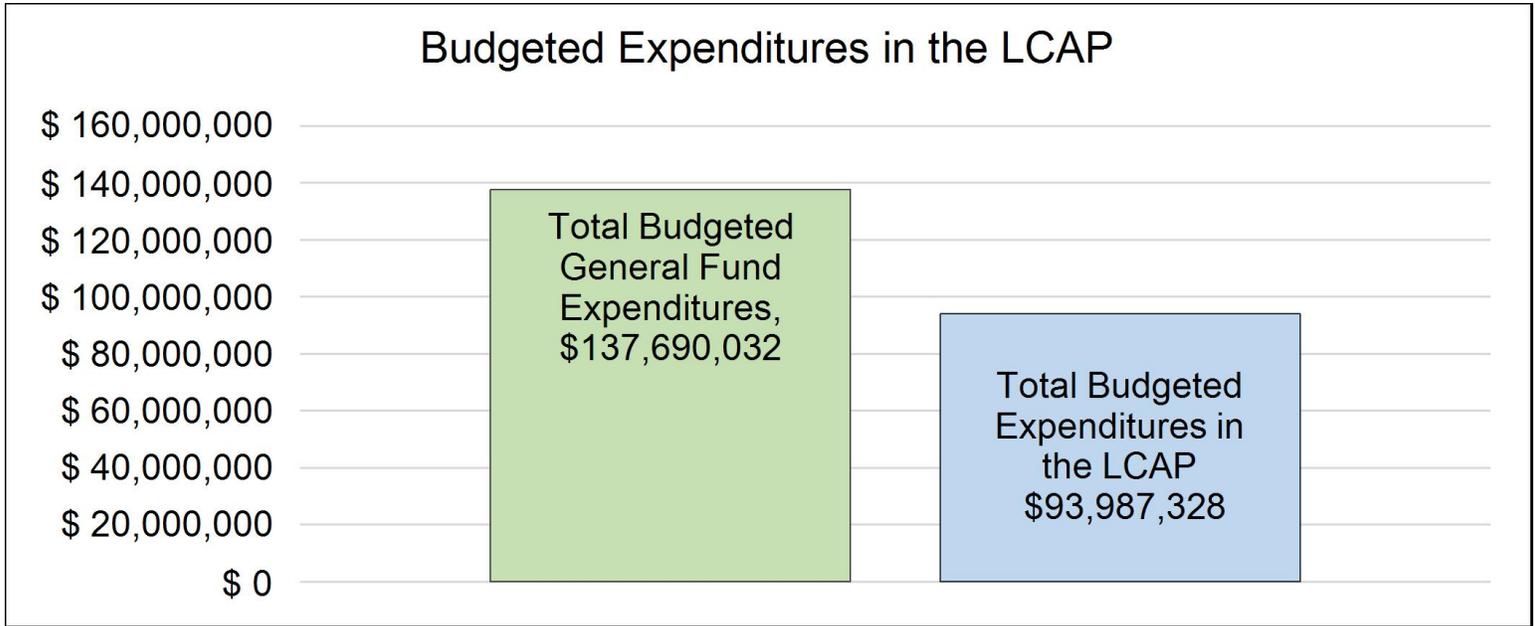LCFF supplemental & concentration grants, $7,271,730 , 5%

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

The text description for the above chart is as follows: The total revenue projected for Bonita Unified is $136,934,402, of which $103,055,444 is Local Control Funding Formula (LCFF), $10,639,878 is other state

funds, $12,422,383 is local funds, and $10,816,697 is federal funds. Of the $103,055,444 in LCFF Funds, $7,271,730 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bonita Unified plans to spend $137,690,032 for the 2022-23 school year. Of that amount, $93,987,328 is tied to actions/services in the LCAP and $43,702,704 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
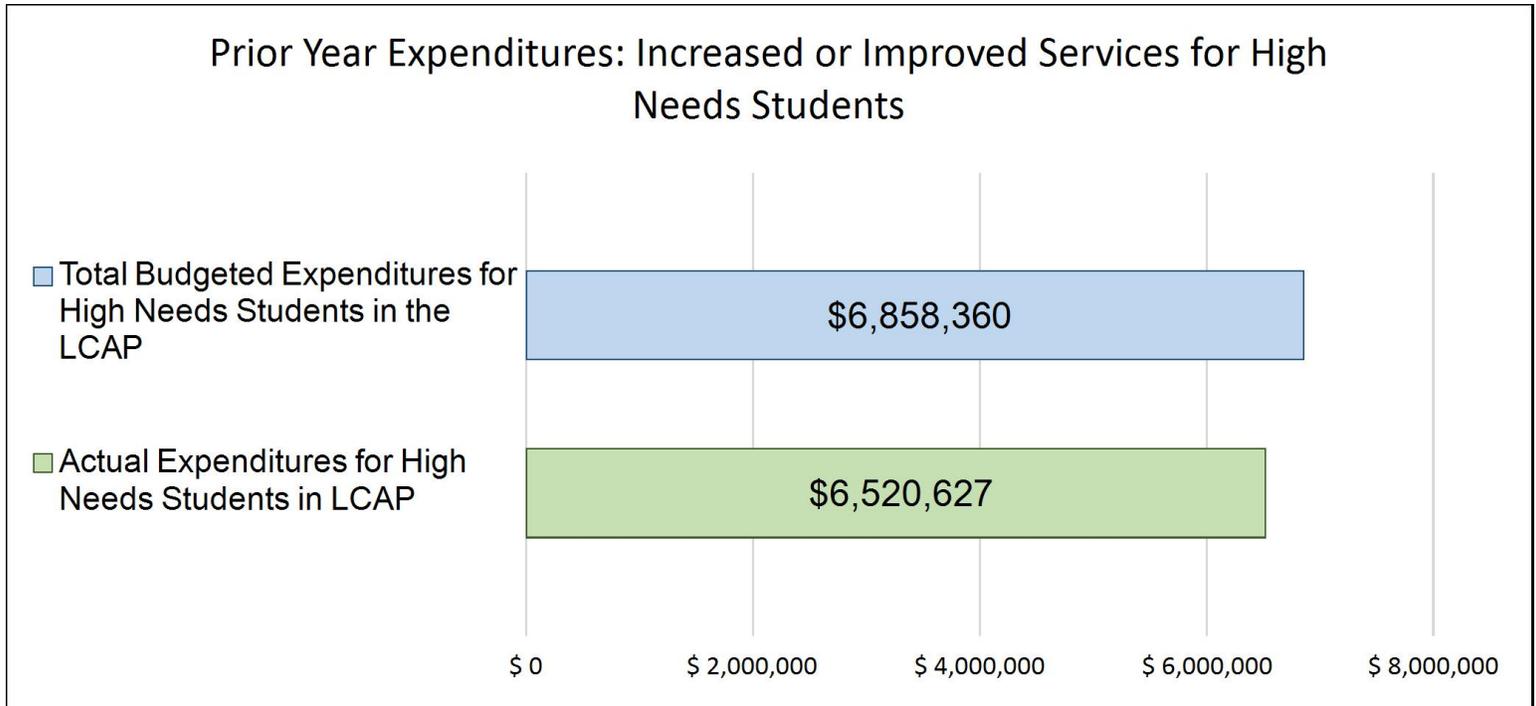
Funds not included in the LCAP primarily include the following funding sources: CTE Incentive Grant, All One-Time Pandemic Funding Sources, new TK funds, Special Education Recovery funds, and the Educator Effectiveness Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Bonita Unified is projecting it will receive $7,271,730 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 $7,271,730 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 2021-22

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

	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$6,858,360
Actual Expenditures for High Needs Students in LCAP	$6,520,627

This chart compares what Bonita Unified budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Bonita Unified's LCAP budgeted $6,858,360 for planned actions to increase or improve services for high needs students. Bonita Unified actually spent $6,520,627 for actions to increase or improve services for high needs students in 2021-22.

Bonita Unified spent $6,520,627 for increased or improved services for high needs students. While the difference in supplemental between budgeted and expended is over $300,000 the planned actions and services were carried out as articulated in the 2021-2022 LCAP. It is important to note that an additional $6,000,000 was spent from ELO and ESSER funds. The actions associated with the ELO and ESSER expenditures were largely directed toward increasing services for high needs students (e.g. academic intervention support, counseling support).

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bonita Unified	Matthew Wien Assistant Superintendent, Educational Services	wien@bonita.k12.ca.us 909-971-8200

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Bonita Unified did not include funds provided in the Budget Act of 2021 in the 2021-2022 Local Control and Accountability Plan (LCAP). Engagement with our educational partners will be addressed relative to the following funds: Educator Effectiveness Block Grant, A-G Completion Improvement Grant, Expanded Learning Opportunities Program, and the Pre-K Planning and Implementation Grant.

The Educator Effectiveness Block Grant was officially adopted by the BUSD Board of Education at its regularly scheduled meeting of December 8, 2021. Prior to that meeting, our educational community was engaged in the planning of the use of this money in a number of ways:

- October 2021 District administration presented information and collected input concerning the Educator Effectiveness Grant from site administration

- October 2021 District administration met with representatives of the Bonita Unified Teachers Association (BUTA) to review the Educator Effectiveness Block Grant draft, answer questions and gather input

- October 2021 District administration met with representatives of Bonita CSEA to review the Educator Effectiveness Block Grant draft, answer questions and gather input

- November 2021 Draft plan was posted on the District web site for public feedback

- November 3, 2021 District administration presented the draft Educator Effectiveness plan at regularly scheduled Board of Education meeting for public comment and feedback

- December 8, 2021 Bonita School Board votes to adopt plan

For the remaining three grants (A-G Completion Improvement Grant, Expanded Learning Opportunities Program, Pre-K Planning and Implementation), planning begins in January 2022. The processes to engage our educational partners will consist of many of the same steps as were implemented for the Educator Effectiveness Grant. Additional steps that will take place during the timeframe of January-June 2022 will be:

- Engagement of School Site Councils to solicit feedback (February 2022)
- Engagement of current School Age Care employees and patrons to solicit feedback on that program to help plan for expansion with the Expanded Learning Opportunities Program (February - March 2022)
- Engagement of District Facilities team (February - June 2022)
- Engagement of current Headstart program within the District and outreach to local preschools. (Spring 2022)
- Engagement of public at-large through our District website and Board of Education Meetings (Spring 2022)
- Engagement of our associations (both the leadership and members) to solicit specific information on planning (February - June 2022)
- Engagement with our DAC/DELAC (Spring 2022)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Bonita Unified School District has an Unduplicated Pupil Count of 37%. The threshold to receive Concentration funds is 55%. Thus, this section is not applicable to BUSD.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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. The various groups have representatives from civil rights groups and/or individuals or advocates representing the interests of children from underserved groups. BUSD evaluated its stakeholder engagement opportunities and determined that Tribes are not served by BUSD.

To encourage community involvement in the schools, Board meetings provide opportunities for questions and comments by members of the public. These meetings provided opportunities for the public at large to provide input on BUSD's ESSER III plan. 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.

In addition to public comment at District board meetings, A survey was given to stakeholder groups (parents, teachers, and BUSD staff) to receive input with respect to Bonita Unified's priorities and the needs of the community. The survey was taken by 1,890 participants. 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 feedback from the surveys was used to inform not only the 2021-2024 LCAP and Expanded Learning Opportunities grant, but also the ESSER III plan. The final product of the ESSER III plan is a direct reflection of this community engagement.

This plan is an enhancement and an extension of our LCAP and ELO Plans based on multiple years of stakeholder conversations requesting the allocating of resources to augment our academic and mental health services. Input in creating the LCAP and ELO plans is directly related to the requirements of our ESSER III plan. The input as expressed by our community is the driving force for this ESSER III Plan.

The impact of our stakeholder engagement is reflected throughout the 2021-2022 LCAP, 2021 ELO Plan, and 2021 ESSER III Expenditure Plan. 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 and remediate learning losses accumulated during the COVID-19 pandemic due to low attendance or distance learning
- maintain existing and increase the number of our mental health support specialists to ensure the social/emotional well-being of our students
- expand our summer school offerings District-wide

This plan is an enhancement and an extension of our LCAP and ELO Plans 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 ESSER III Plan. As the ESSER III plan is a living document, BUSD will continue to engage our stakeholders to ensure that the plan reflects the needs of the community.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

BUSD has diligently implemented many of the action listed in the ESSER III plan. To assist with the descriptions, the actions contained in the ESSER III plan will be listed for easier reference:

1. Increase Health Services Staff - Hire and retain 1.5 FTE School Nurse and two, four-hour LVNs to help prevent and mitigate spread of Covid-19

2. Retain Elementary Reading and Math Intervention Teachers - Hire and retain 10 FTE elementary reading and math intervention teachers to ensure students are provided extra instruction in order to meet grade level standards (2022-2023 and 2023-2024 school years)

3. Implement and maintain robust summer school at all grade spans - Provide comprehensive summer school programs at the elementary and middle schools to students needing intervention

4. Maintain Paraeducator Support in classrooms - Provide paraeducator support in classrooms to assist with academic intervention for students

5. Maintain Secondary intervention sections - Provide intervention sections at the secondary schools to ensure students are provided extra instruction in order to meet grade level standards

6. Contract with Paper.co - Provide 3rd-12th grade students access to Paper.co online tutoring company to assist students to gain mastery of essential standards

7. Retain Mental Health Support Specialists - Hire and retain 4 FTE mental health support specialists to enhance BUSD supports to students needing social/emotional care

8. Retain Behavior Interventionists - Hire and retain 2 FTE Behavior Interventionists to assist students with behavior modification

9. Extend contract with Care Solace - Contract with Care Solace to provide liaison services to our District community to access mental health care providers

10. Purchase Chromebooks - Purchase Chromebooks for student use to access curriculum

Staffing - Action items #1, #2, #5, and #8 have been fully implemented with respect to staffing. These positions have been hired and are fully integrated into our system. Staffing related to action items #4 and #7 has been partially, but largely, completed. With respect to #4, BUSD hired 28 elementary paraeducators to work in primary classrooms to assist with student mastery of essential standards. Two secondary paraeducators were hired as well. This number is less than the originally proposed number and illustrates one challenge BUSD encountered in implementation. Recruiting and hiring secondary, six-hour aides with a focus on mathematics assistance has proven to be difficult. Relative to item #7, BUSD hired 3.5 FTE mental health support specialists. As the school year continues, case loads will be evaluated and if it is determined that the additional .5 FTE is needed, it will be added.

Action item #3 was implemented (paid for out of Expanded Learning Opportunities grant) in the summer of 2021. Approximately 45% of our

total high school student population earned credits during our 2021 summer school offerings. For middle school students, we offered 13 total sections for summer remediation (6 sections in ELA and 7 sections in Mathematics). The plan is to continue these summer offerings for the summer of 2022.

Contracts - Action items #6 and #9 related to renewing contracts has been completed. Both the Paper.co contract and the Care Solace contract have been extended. The Paper.co contract will expire in June 2023 and the Care Solace contract will expire in June 2024. Action item #10 related to the purchase of Chromebooks has been completed, although it is outside the parameters of ESSER III. Bonita Unified applied for and received approximately $1,600,000 from the Emergency Connectivity Fund (ECF) provided by the federal government. This money was used to purchase 3500 Chromebooks for student use, and thus, the money earmarked for Chromebook purchase in the ESSER III plan will not need to be expended on this line item.

As evidence of the effectiveness of our action steps thus far, the following highlights of our mid-year data will inform:

- Grades 2-5 STAR ELA data show 73% of our students at grade level

- Grades 2-5 STAR Math data show 78% of our students at grade level

- EL students showed a 5 percentage point increase in student proficiency from Fall to Winter on STAR ELA

- SPED students showed a 10 percentage point increase in student proficiency from Fall to Winter on STAR ELA

- EL students showed an 8 percentage point increase in student proficiency from Fall to Winter on STAR Math

- SPED students showed a 9 percentage point increase in student proficiency from Fall to Winter on STAR Math

- Black students showed a 12 percentage point increase in student proficiency from Fall to Winter on STAR Math

- Hispanic students showed a 15 percentage point increase in student proficiency from Fall to Winter on STAR Math

- Socio-economically disadvantaged students showed a 15 percentage point increase in student proficiency from Fall to Winter on STAR Math

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Bonita Unified's ESSER III plan is directly aligned with the 2021-2022 LCAP. Actions and expenditures in the ESSER III plan accurately reflect and align with BUSD's goals. Bonita's Goals in the 2021-2022 LCAP are as follows:

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.

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

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.

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.

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.

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.

The actions from the ESSER III plan are listed again below with notation as to the LCAP goal alignment following each action:

1. Increase Health Services Staff - Hire and retain 1.5 FTE School Nurse and two, four-hour LVNs to help prevent and mitigate spread of Covid-19 (Aligned with Goal #3)

2. Retain Elementary Reading and Math Intervention Teachers - Hire and retain 10 FTE elementary reading and math intervention teachers to ensure students are provided extra instruction in order to meet grade level standards (2022-2023 and 2023-2024 school years) (Aligned with Goals #1, #2 and #3)

3. Implement and maintain robust summer school at all grade spans - Provide comprehensive summer school programs at the elementary and middle schools to students needing intervention (Aligned with Goals #1 and #2)

4. Maintain Paraeducator Support in classrooms - Provide paraeducator support in classrooms to assist with academic intervention for students (Aligned with Goals #1, #2 and #3)

5. Maintain Secondary intervention sections - Provide intervention sections at the secondary schools to ensure students are provided extra instruction in order to meet grade level standards (Aligned with Goals #1 and #2)

6. Contract with Paper.co - Provide 3rd-12th grade students access to Paper.co online tutoring company to assist students to gain mastery of essential standards.(Aligned with Goal #2 and Goal #6)

7. Retain Mental Health Support Specialists - Hire and retain 4 FTE mental health support specialists to enhance BUSD supports to students needing social/emotional care (Aligned with Goals #3 and #4)

8. Retain Behavior Interventionists - Hire and retain 2 FTE Behavior Interventionists to assist students with behavior modification (Aligned with Goals #3 and #4)

9. Extend contract with Care Solace - Contract with Care Solace to provide liaison services to our District community to access mental health care providers (Aligned with Goals #4 and #5)

10. Purchase Chromebooks - Purchase Chromebooks for student use to access curriculum (Aligned with Goal #3)

Further, ESSER III action items #2, #3, #4, #5, #6, and #7 were aligned with action items from our Expanded Learning Opportunities Grant (ELO). The guiding philosophy in the use of ESSER III funds was to extend the actions from the ELO plan to the 2022-2023 and 2023-2024 school years. With the timeframe for expending ELO funds being August 2022, our district stakeholders understood that the needs associated with these expenditures would still be relevant, and thus, ESSER III provided the means to extend these services to best help our students both academically and social/emotionally for an additional two years.

ESSER III action item #9 was specifically aligned with LCAP Goal #4, Action #11. The contract with Care Solace has been extended and serves as an excellent service to our students and community to access mental health services.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's

(CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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 [2022-23]

General Information

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

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

student groups. Evidence:

- In 2021, The California Reading Coalition recognized Bonita Unified for having the highest ELA scores for 3rd grade Hispanic LI students out of over 280 district with high numbers of Hispanic LI students. With this success with the reading programs in Bonita Unified, the district is committed to targeting all subgroups to help them achieve higher levels of proficiency.

- 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 the 2018-2019 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 the 2018-2019 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 the 2018-2019 California Dashboard for mathematics, LI metric shows 51 pts better than state average and EL 63 pts better than state average

- Current graduation rate of 94%

Further, Bonita Unified's most recent data from the 2021-2022 school year continues to show evidence of success as evidenced by:

- Elementary STAR Reading proficiency rate of 73%

- Elementary STAR Math proficiency rate of 78%

- Students with Disabilities exhibited a 10 point growth in STAR Reading and a 9 point growth in STAR Math proficiency from the beginning of year to the middle of the year

- African American students exhibited a 12 point growth in STAR Math proficiency from the beginning of the year to the middle of the year

- Hispanic students exhibited a 15 point growth in STAR Math proficiency from the beginning of the year to the middle of the year

- Low Income students exhibited a 15 point growth in STAR Math proficiency from the beginning of the year to the middle of the year

- Completion of A-G requirements by our graduates have increased to 63% (from a baseline of 55%)

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 additional teachers whose primary role is Elementary Math Intervention, and the cadre of social work interns who work with providing services to students.

To build on these successes, Bonita will continue to review and implement our system of instruction of identifying the essential standards, defining mastery of the essential standards, creating a sequence of instruction that leads to mastery, assessing students and intervening for students needing assistance. Additionally, Bonita has committed to continuing our robust intervention staffing (both academic and social-emotional) for at least the next two years.

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 and while suspension rates have improved during the 19-20, 20-21, and 21-22 school yer, Chronic Absenteeism has risen due to the pandemic and improving attendance will be given a high priority in the 22-33 school year with a revision of the SART and SARC processes.
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 46% of secondary students report having feelings of worry about things outside of school. in the past 12 months on the fall 2021 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 thirteen mental health counselors
- Retain 8 FTE elementary math intervention teachers and 15 secondary math sections (combination of state and federal funding)
- Retain 9 FTE elementary ELA intervention teachers and 15 secondary ELA sections (combination of state and federal funding)
- Continue to expand our 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.

Incorporated in all 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.

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.

Progress made during the first year of the LCAP (21-22) showed an increase in funding for intervention and mental health services to help provide remediation for learning losses and mental health problems caused in large part by the COVID 19 school closures, remote and hybrid instruction along with stress on students and staff due to the varied issues arising form the pandemic. This emphasis will continue until all metrics return to pre-COVID levels and better.

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 2018-2021 the majority of the suspensions (approximately 75%) were for the following offenses: defiance, profanity, under the influence, possession of a controlled substance, or vapor pen or e-cigarette. In 2018-19 there were 46 suspensions. In 2019-20 (through March 13, 2020) there were 7 suspensions. And in 2020-21 there were 2 suspensions.
The District and school-level team determined the suspensions can be attributed to 1) a need for additional intervention class - an intervention class will be offered five days per week, one hour per day – this class will provide academic support to earn credits, additional opportunities for students to complete assignments and improve study skills ; 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, drug and academic counseling support – a student services coordinator and an academic counselor 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 graduation rate was 55.9%, in 2019-2020 it was 68.1%. Due to the pandemic, the reporting of state indicators was suspended. Local data reports the graduation rate for 2020-21 was 72% and it is projected to be 74% for 2021-22.

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 – three credit recovery

classes in English and Math 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, an academic counselor, and a course focused on the transition to an alternative setting will benefit students by engaging 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 met on a regular schedule with the principal of both Chaparral and Vista to monitor and evaluate the effectiveness of the CSI plans. The District supported both Chaparral High School and Vista School during the 2021-2022 school year by meeting with school administration at least every nine weeks throughout the school year to discuss student progress, plan goals, and any challenges the schools faced. These meetings focused on the review of 1.) Vista's suspension rates and as well as the review of the interventions provided by the plan, and 2.) The continual review of Chaparral's plan and goals also resulted in positive support for the school.

- An increase in credits earned at Vista will be accomplished by continuing with an hourly intervention course to the school master schedule taught by a qualified and effective teacher. In addition, an Academic Success class that will be focused on assignment completion and building academic skills will be added. At Chaparral this will be accomplished by adding a Bridge class also taught by a qualified and effective teacher. Increasing the opportunities for credit recovery in these classes will encourage in-depth

collaboration and cooperation between students and the school. Also added at Chaparral are two English courses and one Math lab all of which will be taught by qualified and effective teachers. Therefore, the expected outcome of adding these 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 continued addition of a Student Services Coordinator (SSC) and an Academic Counselor 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 Academic Counselor will provide day-to-day support to students who are falling behind or failing academically. The effectiveness of these actions will be monitored and evaluated by analyzing academic data as well as behavioral data (credits earned/incidents and suspensions).

- 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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Bonita Unified fosters engagement of its educational partners and greatly values the thoughts of our community. In order to ensure that full engagement of our community was achieved, BUSD incorporated a number of different strategies. First, meetings for our district parent groups and our associations were conducted both via Zoom and in-person to ensure full participation. Additionally, Bonita continued our use of a community survey to garner feedback concerning the needs and priorities for the district to consider in developing the LCAP.

Specific meetings include:

11-Aug-2021 Special Board Meeting - Matt Wien presented on Independent Study program

06-Oct-2021 Board Meeting - Presentation was given to update community on the 2021 Local Indicators for the California Accountability Model and Dashboard

20-Oct-2021 English Learner Parent Advisory Committee (PAC/ELPAC)-- Matt Wien presented information regarding the LCAP, Expanded Learning Opportunities Plan and the ESSER III plan. Information on the Title III program was also given. -- Participants: DAC/DELAC Members, DO Administration.

05-Jan-2022 District Meeting--Reviewed an overview for the development of the LCAP including plans for gathering information for the Annual Update. -- Participants: LCAP Committee

02-Feb-2022 Board Meeting - Presentation was given on the LCAP Supplement

08-Feb-22 thru 18-March-22 West Ed Survey window opened for staff and parent surveys. Participants: Staff—448, Parents—2075

10-Feb-22 ELPAC-- Discussed the LCAP 2022 and Supplement to the LCAP --Participants: ELPAC Members, DO Administration

12-Feb-22 Meeting to discuss financial update for LCAP Supplement. -- Participants: Sonia Eckley, Chris Ann Horsley

17-Feb-2022 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.

25-Feb-22 -- Meeting to discuss community survey -- Participants: LCAP Committee

2-March-22 Meeting to discuss LCAP Planning and update. -- Participants: Matt Wien, Chris Ann Horsley

8-March-22 PAC - Discussed enrollment, ADA and funding -- Participants: PAC Members, DO Administration

7-April-22 Meeting to discuss state/federal programs and EL related goals and actions. -- Participants: Chris Ann Horsley, Nancy Sifter, Lisa Rojas

13-April-22 Meeting to discuss parent support and behavior support training -- Participants: Danielle Walker, Chris Ann Horsley

15-April-22 Meeting to discuss the community survey -- Participants: LCAP Committee

19-April-22 thru 06-May-22 District LCAP Survey window opened for staff and parents. Participants: 856

20-April-22 District posted LCAP survey link, LCAP link on Twitter and Facebook to notify the public community about our LCAP -- DO Administration,

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.

18-May-22 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

06-June-22 thru 14-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

06-June-22 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

15-Jun-22 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

29-Jun-22 Board Approval--Bonita School Board votes on approval of the LCAP -- Participants: Bonita Board Members, Superintendent, District Office Administration, community

30-Jun-22 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 Educational Partner 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 educational partners 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). 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.

A summary of the feedback provided by specific educational partners.

The feedback generated from the educational partner 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 educational partners'

priorities can be seen in the following:

- When asked about the top priorities of the district, teachers and parents reported, ensuring student access to appropriate teachers and materials, ensuring safety/positive connection in school and increasing student achievement as the top three.

- 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 after-school extracurricular programs, academic intervention programs and counseling programs as the top three.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The impact of our educational partner engagement is reflected throughout the 2022-2023 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	Standard Met 2021 Local Indicator - CA Dashboard			Maintain Standard Met 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Local Indicator - CA Dashboard
Percent of graduates College and Career Ready	63.7% 19-20 CA Dashboard College and Career Measures	63.3%down from 84.2% 2020 College/Career Measures Only Report & Data - 2021 CCI not reported due to pandemic			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	23.1% A-G up from 0% in 2020 College/Career Measures Only Report & Data - 2021 CCI not reported due to pandemic			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	51.3% A-G down from 76.8% in 2020 College/Career Measures Only Report & Data - 2021 CCI not reported due to pandemic			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	63.3% College/Career Measures Only Report & Data - 2021 2021 CCI not reported due to pandemic			Improve to 60% 2023-24 CALPADS 15.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Completion of CTE pathways by prepared graduates	22.5% 19-20 CA Dashboard College and Career Measures	10.2% Completed a-g Requirements AND at Least One CTE Pathway 20-21 College/Career Measures Only Report & Data - 2021 2021 CCI not reported due to pandemic			Improve to over 25% 2023-24 CA Dashboard College and Career Measures
Number of CTE pathways offered students	9 in 19-20 District Audit	21 Pathways in 21-22 District Audit			10 or more 2023-24 District Audit
Number of students who take AP tests	915 in 19-20 DATAQUEST	900 in 20-21 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	51.9% in 20-21 DATAQUEST			Improve to 68% 2023-24 DATAQUEST
EL reclassification rate	24.7% 19-20 Local Data	16.28% 20-21 Local Data and 14.4% preliminary 21-22 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	41.4% 19-20 CA Dashboard	34.6% 20-21 Local Data			Move to next performance band of 45% to 55% 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
levels or maintaining the ELP criterion, (Level 4 on the ELPAC)					
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	Not available - use A-G data above. 63.3% A-G 20-21 College/Career Measures Only			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 DataQuest -CAASPP Test Results	Not available - see local STAR data below			80% Met/Exceeded Standards 2023-24 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 STAR Reading	Grades 3,4,5 72% proficient, Grades 6,7,8,11, 45% proficient End of 21-22 STAR Reading			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	Not available - see local STAR data below			70% Met/Exceeded Standards 2023-24 DataQuest -CAASPP Test Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Math Proficiency Grades 3,4,5 and 6,7,8,11	Grades 3,4,5, 72% proficient, Grade 6,7,8,11 67% proficient End of Year 20-21 STAR Math	Grades 3,4,5, 78% proficient, Grade 6,7,8,11 66% proficient End of Year 21-22 STAR Math			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	Not available - see pass rates below			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 Aeries - Secondary Schools	88.39% End of Semester 1 Grades C or above Aeries Data - Secondary Schools			Maintain at or above 85% End of Trimester 3 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	76 graduates were a-g and CTE qualified 2021 CALPADS EOY 1			Over 50 Graduates a-g and CTE qualfied 2023

Actions

Action #	Title	Description	Total Funds	Contributing
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	$2,988,663.00	Yes

Action #	Title	Description	Total Funds	Contributing
		graduation and increased College and Career awareness, resulting in increased SEL outcomes for participants and increased graduation rates.		
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.	$1,803,805.00	Yes
1.3	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
1.4	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.	$31,966,693.00	No
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.	$0.00	Yes
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	$822.00	Yes

Action #	Title	Description	Total Funds	Contributing
		material for LI, F, EL students who have more limited access to reading material as outlined in BUSD's needs assessment for unduplicated youth.		
1.7	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.	$56,628.00	Yes
1.8	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.	$20,705.00	No
1.9	Data Analysis of Needs of Whole Child (Repeated Expenditure Goal 1 Action 4))	Educational Services will work to expand the ability of staff to focus on the needs of students by providing administrators and site staff tools 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.	$0.00	No
1.10	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
1.11	Increase CTE Certification (Repeated	CTE teachers will increase the number of students receiving industry-recognized CTE certificates by promoting their CTE programs and program benefits.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Expenditure Goal 3 Action 6)			
1.12	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	$662,691.00	No
1.13	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)	$316,092.00	No
1.14	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
1.15	Staff Support for ELs	To provide English Learners an optimal pace for language acquisition, BUSD will provide teaching staff, paraeducators, teaching sections, intervention opportunites, technical support for data input and analysis, and provide monitoring through ELPAC testing and progress monitoring of RFEP students.	$234,589.00	Yes
1.16	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.

1) The overall implementation of the 16 actions for Goal # 1:

13 of 16 actions were implemented fully

2 of 16 actions were implemented partially (Action 1.6 - Summer Library - was run through summer school and not open to families as usual, and Action 1.14 Workability was not fully utilized due to pandemic quarantines and absences)

1 of 16 actions was minimally or not implemented (1.11 Increase CTE certification - some CTE classes suffered enrollment during the previous year due to the school closures, so certification numbers were lower although the number of pathways has increase.)

2) The most successful aspects of our implementation of these actions have been

Action 1.2 Intervention Personnel, with Action 1.9 Data Analysis of Needs, and 1.13 Monitoring Academic Growth.   Use of an expanded intervention teams in elementary and more sections in secondary helped students rebound from some academic losses. The regular use of data occurred each trimester at all sites. For example, In grade 1, 59% of the students (n= 614) met or exceeded beginning of the year benchmarks in DIBELS; by the middle of the year assessment, this increased to 72% (n=617). Similar results occurred for grade 2 students (n= 646), with 67% meeting or exceeding the beginning of the year benchmarks and increasing to 75% (n= 650) by the middle of the year. DIBELS offers predictive data, meaning that students who score at or above the benchmark goal have an overall likelihood of achieving subsequent reading goals given they continue to receive effective core instruction. In the state of California, one of many reading goals includes meeting proficiency standards on the CAASPP; a goal that students in grades 1 and 2 are on a positive trajectory to meet.

The measurements related to Action 1.1, Staffing to improve Graduation Rates, show that as emphasis on secondary school counselling has helped increase the overall graduate completion rate of A-G
requirements from 55.13% in 19-20 to 63.3% in 20-21.

Action 1.3 Foster Youth Liaisons helped increase the percent of Foster Youth who were A-G ready from 0% to 23.1% in 2021.

Action 1.4, Retain High Quality School Support. All non-substitute positions were filled with high quality staff members in the 21-22 school year. This included adding additional paraeducators for all 1st grade
classrooms.

Action 1.5 Supplemental Summer intervention/Enrichment and Action 1.7 EL Summer Program. These Actions function over two years as the fiscal year ends on June 30 each year. Although these actions
ended up being funded through other funds, BUSD offered the largest summer program to support students at the end of both the 20-21 and 21-22 school years. Student assessment scores as outlined in measurements throughout the LCAP are returning steadily to pre-pandemic levels.

Action 1.8 Supportive Programs. BUSD continued to provide enrichment programs such as elementary music and band, arts programs through all grade spans, and parent engagement opportunities
through expanded use of zoom parent meetings for conferences and parenting programs.

Action 1.10 is to Improve CTE Course Alignment and increase CTE pathways. The district has increased pathways from 9 in the 19-20 school year to 21 in this school year.

Action 1.12 Highly Qualified CTE teachers. BUSD has hired all highly qualified and very talented CTE teachers. BUSD CTE programs have been recognized at several board meetings for their students'
performances at state competitions i.e. culinary skills.

Action 1.15 - Staff Support for EL's. All positions related to our EL program were filled in the 21-22 school year. Although ELs have not yet rebounded to where they were preforming pre-pandemic these staff
members are vital in BUSDs effort to support these students. BUSD will continue to provide teaching staff, paraeducators, teaching sections, intervention opportunities, and technical support for data input and analysis to
provide progress monitoring of these students.
*Example 10 is 1.16 Perkins Funding. Perkins funds were used to support CTE programs in BUSD which have increased from 9 pathways to 21 in the last two years.

3) The most challenging aspects of our implementation of these actions have been:
Example 1 of a challenge is the partial implementation of Action 1.6 which allowed us to open libraries to students in summer school, but not to the school populations at large during the summer (due to health department guidelines).
Example 2 of a challenge is the partial implementation of Action 1.14 Workability which was also impacted by health department guidelines and the quarantines and absences due to COVID 19 of participating students. Not all funds typically utilized were utilized.
Example 3 of a challenge is the minimal implementation of Action 1.11 Increase Number of CTE certifications which is actually more a measure of a slow down in certification due to the pandemic's impact on some students taking CTE pathway courses in the 19-20 school year. Enrollment and new certification will rise when numbers are available for 2022.

4) There were no planned actions that differed substantively from how it was described in the adopted LCAP.

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

There have been some material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 1.5 Summer Programs, Reason for difference: ESSER funds were used for most of the costs. This resulted in BUSD spending less than planned.
Action 1.6 Summer Library, Reason for difference: ESSER funds were used for most of the costs. This resulted in BUSD spending less than planned.
Action 1.14 - Workability, Reason for difference: There was a reduction of hours utilized by students due to interruptions due to COVID illnesses and quarantines. This resulted in BUSD spending less than planned.

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

Goal 1 Measures are supported as follows:

Three important measures in Goal 1: Access to a Broad Course of Study and the Percent of graduates College and Career Ready and Percent of College/Career Ready (a-g and CTE) were supported by Action 1.1 (Staffing to improve Graduation Rates) where secondary counselors and administrators continue to focus on course planning with students to make sure as may students as possible take courses to support their academic and work goals, and by Action 1.2 Intervention Personnel which work to make sure students are provided the academic supports they need to access a broad and meaningful course of study, and Action 1.3 Foster Liaisons who specifically work with foster youth to guide them on course selection, and Action 1.4 Retain School Support Staff and Action 1.15 Staff Support for EL students both provided the support staff to help students be successful within their courses, and Action 1.5 which allows secondary students to make up courses in which they have struggled or to move ahead to take more courses in a summer program, and Actions 1.10, 1.11, 1.12 which are related to CTE courses and certification which all support increasing access to a broad course of study, and 1.14 Workability which provides work experiences for students with disabilities thereby helping them have a broad course of study, and Action 1.15 Perkins Funding aided in supporting CTE courses for students. Results from these three measures are mixed showing that at the end of 2021 there was access to a broad course of study, there was an increase in the number of students A-G and CTE College and Career Ready, but a decrease in the overall percent of graduates College and Career Ready.   BUSD will continue in our efforts until the data shows increases and a stabilization of the data. The COVID pandemic has resulted in consequences to students' educations that BUSD is determined to overcome.

The Percent of Foster Youth Graduates College and Career Ready was supported by Action 1.3 Foster Liaisons who specifically work with foster youth to guide them on course selection and support them to gain interventions that may help foster Youth be successful. Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth also play an important role in staff accessing data to monitor Foster Youth needs for academic support. Analysis shows that in 2021 year, efforts were effective in increasing the number of graduates College and Career Ready.

The Percent of SED Youth Graduates College and Career Ready was supported by Action 1.1 (Staffing to improve Graduation Rates) where secondary counselors and administrators continue to focus on course planning with students to make sure as may students as possible take courses to support their academic and work goals, and by Action 1.2 Intervention Personnel which work to make sure students are provided the academic supports they need to access a broad and meaningful course of study. Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth also play an important role in staff accessing data to monitor SED Youth needs for academic support. Analysis of results of this measure indicate that BUSD needs to do more work in the area of disaggregating data to identify more specific SED supports.

The Completion of A-G requirements by graduates was supported by Action 1.1 (Staffing to improve Graduation Rates) where secondary counselors and administrators continue to focus on course planning with students to make sure as may students as possible take courses to support their academic and work goals, and by Action 1.2 Intervention Personnel which work to make sure students are provided the academic supports they need to access a broad and meaningful course of study, and by Action 1.5 which allows secondary students to make up courses in which they have struggled or to move ahead to take more courses in a summer program, and by Action 1.7 EL Summer Program which helps more EL students become English Language Fluent thereby allowing them better ability to successfully complete A-G requirements. Analysis indicates, that with support from the actions listed, there has been in increase in the completion of A-G requirement by graduates.

The two measures - Completion of CTE pathways by prepared graduates and the Number of CTE Pathways offered - are supported by Actions 1.10 improve CTE Course Alignment, 1.11 Increase CTE Certification, and 1.12 Highly Qualified CTE Teachers. Of significant importance, BUSD has increased the number of CTE pathways over the last three years from 9 to 21. An additional positive result is that College and Career Ready students as measured by A-G and CTE qualification increased from 45 graduates in 2020 to 76 graduates in 2021. While CTE certifications were down during school closures and hybrid instruction for the 20-21 school year, anecdotal evidence is showing that in 21-22 the numbers are back to pre-COVID levels this year.

The two measures - The Number of Students Taking AP Courses, and the Percent of AP Exams Taken in Bonita resulting in a score of 3 or higher - are supported by Action 1.1 which provides secondary school counsellors to guide students into taking AP courses and Action 1.5 Supplemental Summer Programs which allows students to take some course requirements in summer and frees them up to take more AP courses through the year. BUSD staff feel that Action 1.9 Data Analysis of Needs of the Whole Child also is essential to supporting students with the high academic loads often created with taking AP classes. BUSD staff celebrate that the results show AP pass rates and number of students participating is only slightly lower during the last two years of COVID related issues.

The two measures - EL reclassification rate and 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) - have both shown a decrease in results. EL reclassification and performance has been hit particularly hard during the pandemic, and will require time and new efforts in training staff (see Goal 6 pro. dev.) to support EL students with ELPAC test taking skills. We believe that prolonged time for EL students without contact with peers during the pandemic and lower access to supplemental reading material in English significantly delayed some language acquisition. Action 1.7, the Summer EL program, supports these measures and saw higher number of students participating (15% increase over previous years) in the EL summer program. Action 1.15 Staff Support for EL students also helps to support EL achievement and staff have worked hard and will continue to work hard to support these students. Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth also play an important role in staff accessing data to monitor EL student needs for academic support. Further disaggregation of data is being developed within STAR data in the summer of 2022 to further analyze EL students progress and needs.

Three measures that were not collected due to the district not participating in CAASPP testing last year are: Percent of students prepared for college by the EAP (ELA/Math CAASPP score of 3 or higher), CAASPP ELA Proficiency, and CAASPP Math Proficiency. Alternative local measurements have been used in the last year and they have been supported by Actions 1.9 Data Analysis and 1.13 Monitoring Academic

Growth which play an important role in staff accessing data to monitor student needs for academic support. Further disaggregation of data is being developed within STAR data in the summer of 2022 to further analyze subgroup progress and needs. Current STAR results used instead of CAASPP testing show that elementary ELA and MATH are rebounding quicker than secondary ELA and MATH scores and both ELA and MATH proficiency continue to lag behind pre-pandemic scores.

The two measures, STAR Reading Proficiency Grades 3,4,5 and 6,7,8,11, and STAR Math Proficiency Grades 3,4,5 and 6,7,8,11 were used effectively in the elementary schools, but not as thoroughly in secondary schools in the last year to track student achievement. Instead the secondary schools used STAR data as mostly end of year data to track year to year achievement. These measures are supported by Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth which play an important role in staff accessing data to monitor student needs for academic support, and Action 1.2 intervention Personnel who are key in helping struggling students make catch-up growth when they are behind. Further disaggregation of data is being developed within STAR data in the summer of 2022 to further analyze subgroup progress and needs. Current STAR results show that elementary ELA and MATH are rebounding quicker than secondary ELA and MATH scores. Further work will be done to improve interventions for secondary students.

The two measures, California Science Test Proficiency DataQuest - CAASPP Test Results, and Science 2nd semester/3rd trimester pass rates - Aeries data, are used to track science achievement across the district and while the first measure could not be tracked, the second showed an increase in pass rates this last year in science courses. New materials have been purchased and teachers have worked hard to implement new programs. These measures are supported by Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth which play an important role in staff accessing data to monitor student needs for academic support in science. Some of the data for analysis has come within new science programs which have provided online assessments and reports for teachers.

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.

Based on our analysis of the effectiveness of Goal # 1, BUSD have made the following adjustment/changes to the (goal, metrics, desired outcomes, actions):

Metric Changes in the Last Year: The metrics had several changes that were necessary as CAASPP testing was not done last year and Dashboard data in many areas was not available.

The percent of graduates, Foster Youth, and SED student that were College and Career Ready used data from the following CDE website: https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=1964329&scode=&reporttype=schools.

For the Completion of A through G courses, BUSD instead used the data from the CDE website above instead of CALPADS.

For the completion of CTE pathways by prepared graduates, BUSD also used the CDE website link above and not the Dashboard as data

there was unavailable.

The Dashboard also did not have current numbers of students that had increased a level on the ELPAC or maintained a level 4, so an internal data list of preliminary ELPAC scores was used to calculate the rate.

Lastly, instead of CAASPP data the district used STAR Reading and Math to estimate ELA and Math proficiency.

There will be no changes to Goal 1 including the supportive actions for the 22-23 school year.

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

Goals and Actions

Goal

Goal #	Description
2	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	Foster Youth were 31% proficient on STAR Reading 2021-22			close gap by 10 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA - or STAR Reading Homeless Proficiency	Homeless 52.5 average score below standard 2019 CA Dashboard	Homeless Students were 21% proficient on STAR Reading 2021-22			close gap by 10 2023-24 CA Dashboard
CAASPP ELA - or STAR Reading, English Learners	English Learners average score- 6.5 above standard 2019 CA Dashboard	English Learners were 22% proficient on STAR Reading 2021-22			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	Students With Disabilities were 23% proficient on STAR Reading 2021-22			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	Foster Youth were 36% proficient on STAR Math 2021-22			close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math, Homeless	Homeless average score 61.5 below standard 2019 CA Dashboard	Homeless Students were 27% proficient on STAR Math 2021-22			close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math English Learners	Academic Indicator English Learners	English Learners were 50% proficient on STAR Math 2021-22			close gap to standard 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	average score 5.5 below standard 2019 CA Dashboard				
CAASPP MATH - or STAR Math Students With Disabilities	Academic Indicator Students With Disabilities average score 73.2 below standard 2019 CA Dashboard	Students With Disabilities were 29% proficient on STAR Math 2021-22			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	African American students were 55% proficient on STAR Math 2021-22			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	Hispanic students were 63% proficient on STAR Math 2021-22			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	Economically Disadvantaged Students 58% proficient on STAR Math 2021-22			close gap by 10 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CA Dashboard 2019				

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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
2.2	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
2.3	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
2.4	SPED Staffing SWD (Repeated Expenditure Goal 3 Action 6)	Each year, personnel within the Educational Services Department will evaluate the staffing for Special Education classes 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

Action #	Title	Description	Total Funds	Contributing
2.5	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
2.6	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 which need addressing through academic interventions and SEL supports.	$0.00	No
2.7	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
2.8	Curriculum Focus Group/Departments (Repeated Expenditure Goal 3 Action 6)	Each year, 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
2.9	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
2.10	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	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the ability to access all district curricula and programs which support their learning and school engagement activities.		
2.11	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.	$439,344.00	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.

1) The overall implementation of these actions for:
Goal # 2 was (fully/partially/minimally) implemented.
6 of 11 actions were implemented fully
5 of 11 actions were implemented partially

2) The most successful aspects of our implementation of these actions have been:
Action 2.1 - Data Driven Interventions helped teachers and support staff to make large inroads into students making growth towards closing gaps that had widened during the COVID pandemic. While further work is necessary with better disaggregated data, BUSD staff worked with all the data they had available.

Action 2.2 - Support Foster and Homeless students. This year the Foster Liaisons worked with the BCBAs and counselors to share SEL resources to support students.

Action 2.4. SPED Staffing for SWD - Meetings were carried out and SPED staffing was increased to help with Independent Study this year and will be increased 2 FTE in the coming year to accommodate the transitional kindergarten program which will service 4 year old students in the district.

Action 2.7 Compact Day Planning - Planning occurred throughout the year at both secondary and elementary and was not hampered by the district using any of the days for other purposes as allowed in the certificated contract.

Action 2.10 Internet Hotspots. These were made available to any Bonita families and all requests were granted.

Action 2.11 Chaparral High School/Vista Program - CSI which has been successful and seen increasing graduation rates and lower suspension rates as recorded in other Goals.

3) The most challenging aspects of our implementation of these actions have been:
Action 2.3 SWD Math Improvement - Improvement was partially completed as SPED teachers met to discuss some possible trainings or additional supports, but plans for training and implementation are ongoing.

Action 2.5 EL Staff Development. This action was only partially completed due to difficulties in implementing staff development. There were difficulties getting substitutes and some trainings were yet available as they concerned ELPAC testing which was administered, but results are not yet available.

Action 2.6 Disaggregated Data: While the Equity committee successfully used disaggregated data from the 18-19 CAASPP testing to help start the process of administrators analyzing data and initiating new processes and programs to support subgroups, disaggregated data was not available readily through STAR data. Some STAR data was pulled out by the district and disaggregated, but a more integrated solution is being sought.

Action 2.8 Curriculum Focus Groups which did not meet formally during the year as there were no new adoptions and substitutes were limited within the district. The groups do important work however, and the district will reinstate their use next year.

Action 2.9 Equity Committee/Survey Analysis was completed successfully and the first equity survey was sent to students this spring. Results will be used to focus the committee's work in the coming year. This work in ongoing and BUSD expect work around this action to continue through the duration of this LACP.

4) There were no planned actions that differed substantively from how it was described in the adopted LCAP.

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

There have been some material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:
Action #2.10 Reason for difference: Action 2.10 was to provide internet hotspots to low income families/students, but the district found that the need had already been addressed in the 20-21 school year and any need was taken care of with other technology funds resulting in $62,000 in unspent funds.
This resulted in BUSD spending $62,000 less than planned.

All 11 measures for Goal 2 were adjusted to utilize STAR math and STAR reading data for the subgroups, but we did not have subgroup data disaggregated out at the beginning of the year to use for a comparison. Instead, in grade level groups, school administrators and district office administrators did a deep dive into the last CAASPP data disaggregated for all subgroups and then discussed what further data they would need to understand causes and possible remedies. The STAR results did show that the subgroups perform lower on reading than math and that they perform lower than the population in total. We will use data as a baseline and continue to include it in the LCAP with the district seeking to automate the STAR data to be disaggregated through the Renaissance program next year which will allow teachers and administrators easy access to the data.

To date we can look at the district's overall performance on Renaissance Place's Consolidated State Performance Report of the district average student performance in ELA - 60% proficiency and MATH - 46% proficiency and compare it with Goal 2 measurement results. When we do this we still see that Foster Youth, Homeless, EL students, and SPED students still lag behind the overall student population. In Math, the gaps are not as large bur Foster Youth, Homeless, SPED Students are still performing below the overall student population.

The specific actions that were effective in making progress towards the goal of subgroup academic improvement were Action 2.1, continuing our data driven interventions and Action 2.6 disaggregating data, and Action 2.7 Compact Day Planning all helped place students in the correct intervention programs, and Action 2.2 Support for Foster and Homeless Youth which was most successful in improving attendance, but not academic performance of Foster Youth. This information will be shared with Liaisons to see where they think improvements can be make to support students. SPED staffing, Action 2.3 provided planning for SPED Math support and this will be ongoing. Action 2.4 was at a high, but COVID related gaps were large enough that one year of intervention was not enough to close gaps. EL Staff Development, Action 2.5 was not done as much as was needed and progress for ELs remains a concern. Action 2.8 was not effective as most Focus Groups did not meet in the last year.

Actions 2.6 Disaggregated Data and 2.7 Compact Day Planning were only partially effective this year as not all data is yet disaggregated so meetings on Compact Days do not always have the best data to remediate subgroup learning gaps. Action 2.8, the use of Focus Group, did not occur this year and did not impact measurements within Goal 2.

Action 2.9 was effective as the administrative equity meetings resulted in administrators taking first steps towards finding new recommendations to help close achievement gaps. However, continued work is needed in this area and the results of the students equity survey will be delved into in the fall of 2022.

Action 2.10 despite not needing funding is considered a success for BUSD. Internet Hotspots have been provided and are being used by Bonita families.

Action 2.11 The CSI funds are being used successfully to implement the CSI plan for Chaparral High School. Specific evaluation of the program will continue as outlined in the CSI plan. Currently the school is seeing decreased suspensions and an increased graduation rate.

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.

Based on our analysis of the effectiveness of Goal # 2, we have made the following adjustment/changes to the (goal, metrics, desired outcomes, actions):

There will not be any changes made to the planned goal.

However, the metrics had to be adjusted due to no CAASPP data or dashboard data. Use of STAR ELA and Math may continue as Educational Technology will work with Renaissance Place this summer to allow the demographics important to monitor in this goal to be automatically updated and used in reports on a daily or 6-8 week basis.

Reflections on Action 2.4 resulted in an independent study SAI teacher being hired this year, and further evaluation late in the year resulted in two new SAI positions to help with increased numbers of students in transitional kindergarten.

Reflections on Action 2.8 resulted in a new Focus group for Transitional Kindergarten being created for the coming year. The Science Focus Group will also finalize their review of materials and do a formal adoption. Math Focus group will evaluate the pilot of elementary Eureka Math 2 which continues to expand within the district. And, secondary will continue to focus on a review of History Social Studies material as well as creating benchmarks in Mathematics courses.

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

Goals and Actions

Goal

Goal #	Description
3	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	Fall 2021 - 100% Census Day 2021			100% Fully Credentialed and Appropriately Assigned Teachers 2023 CALPADS 4.1 Staffing, 4.3 Assignments
Teachers of English Learners will be appropriately credentialed	100% Fall 2020 District Audit	100% Fall 2021 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)	100% Fall 2021 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	100% Fall 2021/Spring 2022 District Audit			Maintain 100% Fall 2023 District Audit
Staff members feel schools are safe	100% agree or strongly agree West Ed Survey 2021	2022 West Ed Survey 95% agree or strongly agree			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	2022 West Ed Survey 94% agree of strongly agree			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	2022 West Ed Survey 92% agree or strongly agree			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	Fall 2021 - Panorama Survey Elem 72% MS 69% HS 62%			Improve over the Baseline, or maintain over 90% Panorama Survey Question

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$236,000.00	No
3.2	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)	$185,000.00	No
3.3	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.	$1,085,964.00	No
3.4	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
3.5	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
3.6	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.	$39,742,556.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	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 learning environments for Bonita students, staff and the communities the district serves.	$7,745,119.00	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.

1) The overall implementation of these actions for:
Goal # 3 was fully implemented.
7 of 7 actions were implemented fully

2) The most successful aspects of our implementation of these actions have been

Action 3.1 - 1 to 1 technology was offered to all students

Action 3.2 Maintain and Update Technology - all requested upgrades and replacements of technology as measured by Computer information Systems records for repairs and replacements.

Action 3.3 Other Tech Needs. New technology programs i.e. FRAX and expanded use of IXL Learning, were continued or put in place to support helping students fill academics gaps related to the instruction over the previous year and to students participating in independent Study this last year.

Action 3.4 - Identifying Safety Issues - The district followed all safety protocols aligned with health department guidelines, and provided large COVID testing programs to staff and students, and whenever possible, to parents and families as well. Principals and Facilities Administrators walked campuses to identify and address any safety issues. Some fencing remains to be completed over the next few years.

Action 3.5 - Tech Supported District - This action was fully implemented with continued improvements to wifi and support for on-line programs founds to be successful during hybrid instruction.

Action 3.6 - Retain highly Qualified Teachers - All teaching positions were filled with 100% appropriately assigned staff.

Action 3.7 - Action 3.7 was also implemented successfully with the Bonita Center for the Arts reopening to programs in the spring, and the facilities department moving forward with some needed upgrades to paving, air conditioning and fencing.

3) The most challenging aspects of our implementation of these actions have been:
Meeting the requirements of hiring all staff promptly and maintaining a sub- pool was challenging (Action 3.6). The district hired from much smaller pools of applicants and increased the rates for substitutes to bring in more available subs. All actions for this goal were successful and the district is proud to continue to support one to one devices to all students. This has been helpful for the delivery of instruction even when students have been in quarantine or our with COVID related absences.

4) There were no planned actions that differed substantively from how it was described in the adopted LCAP. (or include any planned actions that were implemented in a manner that differed substantively from how it was described in the adopted LCAP.)

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

There have been some material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Actions # 3.1 1 to 1 Technology and 3.2 Maintain and Update Technology   Reason for difference: This occurred because the needs were met through ELO and ESSER funds which provided just under $400,000 in funding for technology needs such as providing for the learning management system through Canvas, the data analysis software - Qualtrics, the student, family, and staff mental health program CARE Solace, Paper - BUSD's remote tutoring program, and Go Guardian - BUSD's chrome book/student monitoring program.. This resulted in BUSD spending less than planned.

Action 3.5 Tech Supported District   Reason for difference: Action 3.5 picked up some of the expenses of services provided in 3.2. This was to ensure that new staff such as new intervention teachers had appropriate technology to support their positions and resulted in BUSD spending more than planned.

Action 3.7 - Maintain and Improve Facilities - Reason for difference: Facility needs related to classroom and cafeteria spacing, blacktop replacement, fencing and additional cleaning due to COVID concerns resulted in extra expenditures. Action 3.7 showed approximately an additional $371,000 spent.

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

Measurements were supported by Actions as follows:

Fully Credentialed and Appropriately Assigned Teachers: This is supported by Action 3.6 and the measure was fully met.

Teachers of English Learners will be appropriately credentialed: This is supported by Action 3.6 and the measure was fully met.

Maintenance of Facilities in Good or Exemplary Repair: This measure was fully met and supported by Action 3.4 identifying safety Issues which was completed regularly, and Action 3.7 Maintain and improve Facilities which was successfully managed through a difficult time period. The facility department utilized all available funds to improve ventilation, air conditioning filters, above and beyond their yearly projects to maintain high quality facilities.

Maintain 1 to 1 Student to Device Ratio: This measure was met with support from Action 3.1 1 to 1 technology though some of it was funded through ELO and ESSER funds.

4 measures relate to school safety: Staff members feel schools are safe. Staff is engaged as reflected in the statement: "this school is a supportive and inviting place for staff to work." Parent Survey: This school is a safe place for my child. And, Student Survey: The percent of students who feel safe in their schools. Reflection on the results of the surveys show that there is an increase in concerns for safety and staff feels that these feelings may have been the result of policies related to mask wearing and safety related to catching COVID or students feeling less healthy or stressed due to mask wearing. Because of the additional school shooting at the end of this year in Texas, staff remain committed to increasing safety on campuses and continuing efforts to understand safety concerns. Action 3.4 Identifying Safety Issues, and 3.7 Maintain and improve Facilities support identifying and remediating of safety concerns and the district will continue these actions.

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.

Based on our analysis of the effectiveness of Goal # 3, we have made the following adjustment/changes to the (goal, metrics, desired outcomes, actions):

Upon reflection of the success of various action, there will be only two changes. Funding will be reviewed to make sure it is being spent in the correct technology action within the goal. And, the district will do a comprehensive review of its facilities in order to look at the housing of additional TK classrooms in early 2022. The actions - 3.4 and 3.7 will help guide the necessary upgrades to facilities including pursuing grant funding if necessary.

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

Goals and Actions

Goal

Goal #	Description
4	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	23.9% in 21-22 Local Data Aeries (increase due to quarantines and absences related to COVID)			Improve to less than 6% or below state average 2023-24 CA Dashboard
Attendance Rate	96% 19-20 Aeries data	93.0% 21-22 Aeries Data			Maintain or improve above 96% 2023-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Aeries Data
Graduation Rate	95.3% 2020 CA Dashboard	95.6% 2021 CA Dashboard Additional Report - Graduation Rate			Maintain or improve above 95% 2023-24 CA Dashboard
Suspension Rate	3.8% in 2019 CA Dashboard	0.17% in 2021-2022 Aeries Data			Decrease to under 2% 2023-24 CA Dashboard
SWD Suspension Rate	8.3% in 2019 CA Dashboard	0.37% in 2021-2022 Aeries Data			Decrease to under 5% 2023-24 CA Dashboard
Foster Youth Suspension Rate	30.1% in 2019 CA Dashboard	1.3% in 2021-2022 Aeries Data			Decrease to under 20% 2023-24 CA Dashboard
Expulsion Rate	6 in 19-20 CALPADS 7.10 incident count	0 in 2020-2021 CALPADS 7.10			Maintain below 10 2023-24 CALPADS 7.10 incident count
Dropout - High School	16 in 19-20 CALPADS 1.14 count	13 Students in 20-21 CALPADS 1.14			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 in 20-21 CALPADS 1.14			0 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					CALPADS 1.14 count
Grades 3-5 School Connectedness	Grades 3-5 Fall 2020 School Climate 78% Sense of Belonging 75% Student Engagement 72% Panorama Survey	Fall 2021: School Climate 68% Sense of Belonging 69% Student Engagement 74% 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	Fall 2021: School Climate: 50% Sense of Belonging 42% 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	Fall 2021: School Climate: 39% Sense of Belonging 32% Panorama Survey			Grades 9-12 Fall 2023 Student Engagement 60% Sense of Belonging 60% Panorama Survey

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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	$2,049,783.00	No

Action #	Title	Description	Total Funds	Contributing
		systems. (includes Senior Project, Math Olympiad, Journalism, Hands-On History, etc.)		
4.2	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
4.3	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
4.4	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
4.5	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.	$616,057.00	Yes
4.6	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.	$201,335.00	No
4.7	Behavior Technicians	BUSD staff will maintain the use of Behavior Technicians post suspensions to support positive behavior interactions on school	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
4.8	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.	$31,213.00	No
4.9	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
4.10	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.	$1,095,200.00	Yes
4.11	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.	$14,000.00	No

Action #	Title	Description	Total Funds	Contributing

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.

1) The overall implementation of these actions for:
Goal # 4 was (fully/partially/minimally) implemented.
9 of 11 actions were implemented fully
2 of 11 actions were implemented partially

2) The most successful aspects of our implementation of these actions are as follows:

Action 4.3 Reduce Suspensions and 4.4 reduce SWD Suspensions. These were successful as there were fewer suspensions overall and for SWD students and foster students, and staff believes this is the result of increased counselling throughout our schools and increased interaction of Foster Youth with Foster Liaisons.

Action 4.5 Foster/Homeless Support- measures in this goal and others show that Foster Youth were supported and showed less suspensions. They did not improve academic performance and the district will continue to work to find ways to help students have better academic outcomes.

Action 4.6 Positive Behavior Interventions: The district continues to employ one BCBA and staff feedback has been positive about the training this individual is able to do to help staff work positively with students who have behavior problems.

Action 4.7 Behavior Technicians - Two behavioral technicians were hired and work under the supervision of the BCBA, but they were not funded through the LCAP funds, but through a grant for the next several years. However, there work has been appreciated on sites and reduces suspension numbers may be the result.

Action 4.8 - Home Hospital which yearly does a great job of helping students with chronic or severe disease access BUSD coursework. This year slightly less funds were used as several students instead opted to use the Independent Study Program.

Action 4.9 Equity Committee - The equity committee worked to have administrators trained this year and to send out the first equity survey to students. Results are to be reviewed in the fall.

Action 4.10 Mental health Services - Action 4.10 provides 8 mental health counselors which were fully utilized and kept busy with many students and families reaching out for their services. There continues to be waiting lists at some schools and the district would like to expand services depending on the district budget. Counselors help provide critical support for students and families that had needs for services

during these last few years of the COVID pandemic. There continue to be many stressors for students including school shootings, global warming concerns, pandemic related issues, and political discourse that impact their lives on a daily basis and these actions provide much needed support.

Action 4.11 TriCity and Care Solace. TriCity Counselling and Care Solace Services were provided and utilized by staff and students.

3) The most challenging aspects of our implementation of these actions have been:

- Example 1 of a challenge is Action 4.1. Co-curricular, Extracurricular Enrichment Opportunities for Sites. Action 4.1 was significantly impacted by the continued COVID surges, health department guidelines, and student illnesses. District staff tried to bring back all co-curricular, extracurricular and enrichment opportunities for sites that they possibly could.
- Example 2 of a challenge is Action 4.2. Chronic Absenteeism was measured internally by the number of students who missed more than 10% of the school year to date of the measurement. Due to COVID quarantines, our numbers increased.

Actions Implemented in a Different Manner: Action 4.7 was funded through grants.

4) There were no planned actions that differed substantively from how it was described in the adopted LCAP.

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

There have been some material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action # 4.1 Reason for difference: This action supports extracurricular activities and the district did not spend about $460,000 (just over 20%) but as this action encompasses co-curriculum and extra curricular activities for13 sites, it is understandable that all funds were not used due to continued COVID pandemic illnesses and quarantines. This resulted in BUSD spending less than planned.

Action # 4.7 Reason for difference: This action relates to two part time Behavior Technicians. Both were hired and highly used by sites, but they were paid for this year out of ELO funds. This resulted in BUSD spending less than planned.

Action # 4.8 Reason for difference: This action provides Home Hospital and about $8,000 was not used (25%) due to some students who qualified for Home Hospital using independent study instead.This resulted in BUSD spending less than planned.

Action 4.11 Reason for difference: This action provided $14,000 for TriCity counselling, and costs of $10,000 were picked up by ESSER funds resulting in $10,000 of unused funds for this action. The services were delivered and in fact expanded with more Tri City counselling interns available for sites. This resulted in BUSD spending less than planned.

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

The district did see a reduction in suspensions, expulsions, and dropouts during the last year, which was aided by actions 4.5, 4.6, 4.7, 4.10. However the district also saw increased absenteeism which the district hopes will improve with the support of actions 4.5, 4.6, 4.7, 4.10. Pandemic related issues increased the absenteeism. During this time, BUSD has been able to have our Foster/Homeless Liaisons do important staff development. The two Liaisons now have status as social workers and they have helped train the new behavior technicians and counselling interns. BUSD did see a small uptick in the graduation rate and we hope that action 4.5, 4.6, 4.7, 4.10 also helped earn these higher numbers.

Action 4.9 relates to the BUSD equity committee which did important work this year in raising awareness amongst the administrators about pertinent data and important questions to ask and answer.

Measurements of school climate and student engagement have stayed close to the baseline or maintained within 10% during the last two years. It is only with the significant amount of actions, efforts, and funding seen in Goal 4 that we continue to have measurements close to pre-pandemic levels. The actions included in Goal 4 are essential to student and staff recovery from the results of school closures, remote learning and stress due to the COVID pandemic.

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.

There will not be any changes in Actions. The metric for School Connectiveness changed as the survey changed and so the descriptor of School Climate is the replacement for grades 6-8, and 9-12.

Action 4.7 will continue to be funded with grant funds for at least one more year.

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

Goals and Actions

Goal

Goal #	Description
5	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 All - 63% ES - 66% MS - 58% HS - 61% 2021-22 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%	Strongly Agree/Agree All - 85% ES - 91% MS - 77% HS - 80%			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
	2020-21 West Ed Survey	2021-22 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	Strongly Agree/Agree All - 74% ES - 81% MS - 66% HS - 69% 2021-22 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	910 staff and parents completed Spring 2022 Qualtrics Data			Maintain over 1800 responses Spring 2024 Qualtrics Data
Parent Partnership Academy for Unduplicated Youth Attendance	parent attendance 20-21: 119 total PPA Behavior Help-75 PPA - Academic 28 PPA - Social Skills 16 2020-21 District Audit of participation	parent attendance 21-22: 300 total 2 events - One for supporting effective math strategies at home, and the other for supporting children at home with dyslexia and other interventions for math			120 parents or higher 2023-24 District Audit of participation
ELAC and DELAC participation	Meeting Federal Guidelines for composition and appropriate elections 2020-21 District Audit	Meeting Federal Guidelines for composition and appropriate elections 2021-22 District Audit			Meet Federal guidelines 2023-24 District Audit

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	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.	$160,000.00	No
5.2	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.	$6,260.00	Yes
5.3	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
5.4	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
5.5	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
5.6	Communication with Educational Rights Holders (Repeated	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	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Expenditure Goal 4 Action 5)	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.		
5.7	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.	$143,500.00	No
5.8	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
5.9	Educational Partner 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]

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.

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.

Overall Implementation of the Actions:

Action 5.1 and 5.7 were effective in continuing the communication between teachers and students, and teachers and parents in regards to usage of supplemental online programs and core grading programs. Additionally as mentioned above, VMA provided a successful way to communicate district programs out to the community and all educational partners.

Action 5.2 was successful in sharing information about the new EL materials and yearly ELPAC testing with parents. There were very few students who BUSD had difficulty testing even with the EL Independent Study Students.

Action 5.3 funds Aeries communication which is the primary way the both school and teachers send messages to parents about events, emergencies, and/or programs.   Usage was up from our previous year.

For Action 5.4 the effectiveness increased as BUSD held 2 PPA events this school year instead of just one. The first one consisted of two sessions; one which focused on effective strategies to use at home with struggling readers and how to best support students with math at home. The second event consisted of six sessions. We addressed different topics which included reading intervention strategies for the elementary student, making parent and student connections, strategies to support students with dyslexia, reading intervention strategies for the secondary student and math intervention strategies for the elementary student. Events combined, we had around 300 parents in attendance.

For Action 5.5 - Community Outreach, BUSD staff returned to many in-person meetings within the community and continued zoom meetings where needed. In regards to Action 5.6, the SPED department reports that they had increased ability to connect with educational rights holders as their was increased support staff in the district.

Action 5.8 was successful in providing survey systems which were utilized to collect feedback on our new equity questionnaire, Panorama surveys on school climate and SEL measures, West Ed topics and LCAP surveys out to all educational partners.

Action 5.9 ensured stakeholder input into the LCAP through a survey. BUSD staff feels there may be some survey fatigue or communication fatigue due to the abundant communications addressing COVID impacts this last two years.

Relevant Successes: BUSD put a large amount of resources towards communication with parents and the community this year. Staff is aware of the results of the West Ed surveys which saw the biggest drop in scores in the areas of parents feeling like the district consulted them before making big decisions. BUSD staff are confident that these scores will rebound and reflect the parent frustration with the health orders given by the LA County Dept. of Public Health that were followed and communicated to parents. There was much communication from parents at board meetings and to teachers and administration that let us know that some parents were not pleased with masking and quarantine rules. Scores fell the least when parents were asked if the schools asked them to be partners in their children's learning, and BUSD is proud of that result. BUSD staff were encouraged to focus as much as possible on the educational programs that benefit Bonita students.

Relevant Challenges: The effects of continued COVID outbreaks impacted some actions. In person meetings continued to be a challenge this year which impacted Actions 5.2, 5.4, 5.5, and 5.9. In some cases in person meetings were held and in other cases Zoom meetings or

questionnaires were used to seek input. BUSD staff feel there is a bit of questionnaire fatigue and staff will try to seek more input in person in the coming year. Some of the city committees met half the number of times they would typically meet. And some partnerships changed. For example, the Soroptimists of La Verne/San Dimas did a Dream It Be IT program for female students from Chaparral High School. The format is typically 8 weeks, but this year it was implemented later and done in one day. Still, the feedback was very positive from participating youth.

Actions Implemented in a Different Manner: The Parent Partnership Academy, Action 5.4 was held twice instead of once and was done via Zoom. Participation was higher and staff feel that this may have opened up a way to better partner with busy parents. The two events were done virtually and the district may continue that format.

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

There have been some material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:
Action # 5.7 - Communications to Parents and Students   Reason for difference: The district spent an additional $55,000 ($190,194 total) to fund communication flyers out to the community to share BUSD successful programs, responses to the COVID pandemic and to share new programs/projects. VMA Communications has built a well-regarded public relations reputation by consistently establishing positive images for their clients. Along with their contract the district had to also pay for a publishing and printing company to prepare new multipage flyers to distribute within the San Gabriel Valley. This resulted in BUSD spending more than planned.

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

Bonita's Goal #5 states that 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. BUSD staff feel that the actions for Goal 5 have been essential during the COVID pandemic and that the district has had increased communication with parents and the community. We were able to inform parents of increased resources for counselling for parents and students, and we had time periods where we could offer free COVID testing to Bonita's families. We also had parents that continued to participate in important school groups like our ELACs and DELACs (last measurement).

Still, despite our all out efforts to communicate, all four metrics measured with parent surveys had lower results then the baseline. BUSD staff feel that there was survey fatigue for parents (impacted LCAP survey numbers significantly) and those that most disliked the pandemic closure decisions etc. were more apt to answer surveys. The survey results were lowest for seeking input from parents for important decisions, and BUSD staff are aware that some parents were very frustrated with the district following county health department guidelines. Survey results were only slightly lower for measures of schools partnering with parents and parents feeling welcomed at schools. COVID restrictions certainly impacted these results.

Actions 5.1, 5.3, 5.5, 5.6, 5.7, 5.8 and 5.9 ensured that we had the tools to communicate with parents and the community during one of the most difficult times education systems have ever faced. And, results of participation show that parents were very appreciative of the Action 5.4 the Parent Partnership Academy. Staff feel that parents really needed support with parenting issues with the sustained amount of time that children had spent at home over the last two years. The district will continue all actions and monitor survey results in the coming year to see if any other changes can be made to improve results.

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.

There will be no changes to Goal 5. In regards to related Actions, the Parent Partnership may continue to be held twice a year via Zoom (5.4), and additional funding will be given to 5.7 to maintain the use of VMA and related printing services.   Also, Action 5.9 has been renamed from Stakeholder Input to Educational Partner Input to reflect changes adopted by the State Board of Education in Nov. 2021 to refer to groups that LEAs are required to engage with in developing the LCAP.

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

Goals and Actions

Goal

Goal #	Description
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	100% Fall 2021 (per Williams) District Audit			Maintain 100% Fall 2023 (per Williams) District Audit
Implementation of Academic Standards	Standard Met 2020 Local Indicator	Standard Met 2021 Local Indicator - all 4's and 5's for all curricular areas.			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	100% 2021 - 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	171 hrs Admin/Manager 21-22 1,146 hrs Certificated 21-22 124 hrs Classified 21-22 May 4, 2022 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
6.1	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.	$158,946.00	No
6.2	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.	$108,100.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$485,423.00	Yes
6.4	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
6.5	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.	$684,560.00	No
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.	$25,911.00	Yes
6.7	Induction Program Contract	To ensure a highly trained teaching staff, BUSD will support new teachers with training by providing funding for the induction program	$72,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and recruiting mentors and attending consortium collaborative meetings (Foothill Consortium contract).		

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.

Bonita Goal #6 states that 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.

Overall Implementation of the Actions:
Action 6.1, 6.2, and 6.5 relate to Standards-Based Materials/Training and Staff Development and BUSD staff is pleased that the COVID pandemic did not interrupt any core material adoptions for standards-based materials. BUSD staff feel that students must be taught to master basic math and reading standards in order to access the curriculum from K-12th grades. However, less staff development was done this last year as the district did not have any new adoptions and teachers were reluctant to be away from their classrooms due to students needing the teacher's attention and care after the remote instruction from the previous school year.

Actions 6.3 and 6.6 relate to Intervention Materials, supportive Software/Technology, and professional development to meet the needs of students who were behind. It is important to note that 6.4 was only partially completed as Frames for Fluency training occurred, but ELPAC training did not. The action will be on-going until it is completed and then on-going training for new staff will continue.

6.7 induction Program - this was completed and additional funds were needed as there were 6 new hires for independent study.

Relevant Successes: Portions of Actions 6.1 and 6.3 were successful in that all teachers had core materials and support materials to help them remediate academic losses students suffered during COVID closures and hybrid instruction. In fact, BUSD upgraded SIPPS reading intervention materials to new versions and will continue to do so with Heggerty Phonemic Awareness in the coming year. The effectiveness of BUSD's reading intervention programs was highlighted by LA County Office of Education (LACOE) this spring. Not only were the programs highlighted in a podcast, but multiple educators in the county visited the district to look at programs, and specific programs were videotaped by LACOE to share with other districts. District personnel look forward to measuring growth once again on the CAASPP and prepared using all the core standards-based materials they had at hand, and additionally focused on state interim assessments to identify where students needed more support. Action 6.7 provided Induction and this was also a success this year with more teachers than expected participating.

Relevant Challenges: Staff development and trainings were a challenge this year as teachers were reluctant to train in person or be away from their classrooms. For both classified and certificated trainings, many were done via zoom. Educational Services staff made sure that any needed staff development was brought to teachers via zoom and webinars, but did not send many teachers to in person conferences. It

is important to note that 6.4 was only partially completed as Frames for Fluency training occurred, but ELPAC training did not. The action will be on-going until it is completed and then on-going training for new staff will continue.

Actions Implemented in a Different Manner: (6.1-6.4) With the return from the pandemic, fewer teachers were registered for conferences and trainings. Instead, BUSD concentrated on helping students make up growth in areas that were deficits due to the pandemic school closures and remote instruction. Support for online materials continued, but very few Core materials were being piloted or purchased this last year. The exception was a five classroom pilot of Eureka Math 2.

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

There have been some material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:
Action # 6.1 Standards-Based Materials and Training.   Reason for difference: For 6.1 less than 50% of the funds were used because there were no new adoptions and annual replacements costs did not use all of the funds set aside. This resulted in BUSD spending less than planned.

Action #6.3 Intervention Materials and Professional Development.   Reason for difference: BUSD used less than 50% of funds set aside for intervention training and materials purchases and this was primarily due to much less staff development and training than what is usually completed. This resulted in BUSD spending less than planned.

Action #6.5 Purchase Board Approved Materials.   Reason for difference: Funds for 6.5 were spent right up to the threshold coming in around 20% with less materials purchased than in a typical year. This resulted in BUSD spending less than planned.

Action 6.6   Technology/software for Unduplicated Students. Reason for difference: Costs increased with more online technology program purchased for at risk BUSD students such as MyON for reading. This resulted in BUSD spending more than planned.

Action #6.7 Induction Program Contract. Reason for difference: There were more costs involved in providing Induction training to new teachers as the number of new teachers increased due to the independent study program. This resulted in BUSD spending more than planned.

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

In regards to the measures: Access to Standards-Aligned Instructional Materials and the Implementation of Standards Based Curriculum, BUSD is pleased that the COVID pandemic did not interrupt any core material adoptions for standards-based materials (6.1) and the Williams compliance measure was met. BUSD will continue to look for other support programs and settled on a few on line support

programs. BUSD staff feel that students must be taught to master basic math and reading standards in order to access the curriculum from K-12th grades. BUSD continues to pursue research-based intervention programs in math and ELA. Further, BUSD upgraded SIPPS reading intervention materials to new versions and will continue to do so with Heggerty Phonemic Awareness in the coming year. The effectiveness of BUSD's reading intervention programs was highlighted by LA County Office of Education (LACOE) this spring. Not only were the programs highlighted in a podcast, but multiple educators in the county visited the district to look at programs, and specific programs were videotaped by LACOE to share with other districts. District personnel look forward to measuring growth once again on the CAASPP and prepared using all the core standards-based materials they had at hand, and additionally focused on state interim assessments to identify where students needed more support.

As stated above and measured in low number of staff development hours this last year, Actions 6.1, 6.3, 6.4 were only partially met. The district is surveying staff and principals at the end of this year in preparation for returning to full use of staff development opportunities next year. This will help further the needs for staff development concerning the needs of our EL students.

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.

BUSD will fully implement this goal and its actions in the 22-23 school year. There will be few changes to the goal's metrics, outcomes or actions for this coming year. As seen in the results shared above concerning the success of the elementary literacy program, BUSD will continue on its same path by utilizing 6.3 funding and training. Additionally the success of an early math pilot in elementary of Eureka Math 2 will be continued and expanded in the coming year and supported with funds from 6.1. There will also be increased funding to match expenditures in 6.6 so that programs can continue to help struggling students from unduplicated populations. As the pandemic is impacting schools less, BUSD plans to fully implement staff development back to pre-pandemic levels in the coming year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$7,271,730	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.72%	0.38%	$336,579.68	8.11%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 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. Based on our demonstrated results, 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 maintain 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.

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

BUSD does not receive concentration funding, and thus, a response to this prompt is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$93,222,843.00	$439,344.00		$304,826.00	$93,967,013.00	$83,411,388.00	$10,555,625.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Staffing to improve Graduation Rates	Foster Youth Low Income	$2,988,663.00				$2,988,663.00
1	1.2	Intervention Personnel	English Learners Foster Youth Low Income	$1,803,805.00				$1,803,805.00
1	1.3	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)	Foster Youth					$0.00
1	1.4	Retain High Quality School Support Staff	All	$31,966,693.00				$31,966,693.00
1	1.5	Supplemental Summer Intervention/Enrichment	Foster Youth Low Income					$0.00
1	1.6	Summer Library Program	English Learners Foster Youth Low Income	$822.00				$822.00
1	1.7	EL Summer Program	English Learners				$56,628.00	$56,628.00
1	1.8	Supportive Programs/Parent Ed	All	$20,705.00				$20,705.00
1	1.9	Data Analysis of Needs of Whole Child (Repeated Expenditure Goal 1 Action 4))	All					$0.00
1	1.10	Improve CTE Course Alignment (Repeated	All					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Expenditure Goal 1 Action 4)						
1	1.11	Increase CTE Certification (Repeated Expenditure Goal 3 Action 6)	All					$0.00
1	1.12	Highly Qualified CTE Teachers (Repeated Expenditure Goal 3 Action 6)	All	$662,691.00				$662,691.00
1	1.13	Monitor Academic Growth	All	$316,092.00				$316,092.00
1	1.14	Workability	grades 9-12 Students with Disabilities	$198,191.00				$198,191.00
1	1.15	Staff Support for ELs	English Learners	$234,589.00				$234,589.00
1	1.16	Perkins Funding	All				$46,863.00	$46,863.00
2	2.1	Data Driven Interventions	All					$0.00
2	2.2	Support Foster and Homeless (repeated Expenditure Goal 1 Action 1)	Foster Youth					$0.00
2	2.3	SWD Math Improvement (Repeated Expenditure Goal 6 Action 1)	Students with Disabilities					$0.00
2	2.4	SPED Staffing SWD (Repeated Expenditure Goal 3 Action 6)	Students with Disabilities					$0.00
2	2.5	EL Staff Development (Repeated Expenditure Goal 6 Action 3)	English Learners					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Disaggregated Data (Repeated Expenditure Goal 3 Action 6)	All					$0.00
2	2.7	Compact Day Planning	All					$0.00
2	2.8	Curriculum Focus Group/Departments (Repeated Expenditure Goal 3 Action 6)	All					$0.00
2	2.9	Equity Committee/ Survey Analysis	All					$0.00
2	2.10	Internet Hotspots	Low Income	$15,000.00				$15,000.00
2	2.11	Chaparral High School/Vista Program - CSI	All		$439,344.00			$439,344.00
3	3.1	1 to 1 Technology	All	$236,000.00				$236,000.00
3	3.2	Maintain and Update Technology	All	$185,000.00				$185,000.00
3	3.3	Other Tech Needs	All	$1,085,964.00				$1,085,964.00
3	3.4	Identifying Safety Issues (Repeated Expenditures Goal 3 Action 7)	All					$0.00
3	3.5	Tech Supported District	All	$370,000.00				$370,000.00
3	3.6	Retain Highly Qualified Teachers	All	$39,742,556.00				$39,742,556.00
3	3.7	Maintain and Improve Facilities	All	$7,745,119.00				$7,745,119.00
4	4.1	Co-curricular, Extracurricular Enrichment Opportunities for Sites	All	$2,049,783.00				$2,049,783.00
4	4.2	Improve Chronic Absenteeism	All					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	Reduce Suspensions	All					$0.00
4	4.4	Reduce SWD Suspensions (Repeated Expenditure Goal 3 Action 6)	Students with Disabilities					$0.00
4	4.5	Foster/Homeless Support	Foster Youth	$616,057.00				$616,057.00
4	4.6	Positive Behavior Interventions	All				$201,335.00	$201,335.00
4	4.7	Behavior Technicians	Foster Youth Low Income					$0.00
4	4.8	Home Hospital	All	$31,213.00				$31,213.00
4	4.9	Equity Committee	All					$0.00
4	4.10	Mental Health Services	English Learners Foster Youth Low Income	$1,095,200.00				$1,095,200.00
4	4.11	TriCity and Care Solace	All	$14,000.00				$14,000.00
5	5.1	Communication Systems	All	$160,000.00				$160,000.00
5	5.2	EL Parent Education Program	English Learners	$6,260.00				$6,260.00
5	5.3	AERIES Communication/Parent Square (Repeated Expenditure Goal 5 Action 7)	All					$0.00
5	5.4	Parent Partnership (Repeated Expenditure Goal 1 Action 8)	All					$0.00
5	5.5	Community Outreach and Partnership	All					$0.00
5	5.6	Communication with Educational Rights Holders (Repeated	Foster Youth					$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Expenditure Goal 4 Action 5)						
5	5.7	Communication to Parents and Students	All	$143,500.00				$143,500.00
5	5.8	Survey Systems (Repeated Expenditure Goal 4 Action 1)	All					$0.00
5	5.9	Educational Partner Input	All					$0.00
6	6.1	Standards-Based Materials/Training	All	$158,946.00				$158,946.00
6	6.2	Staff Development: Contracted Trainers/Trainings	All	$108,100.00				$108,100.00
6	6.3	Intervention Materials and Professional Development	English Learners Foster Youth Low Income	$485,423.00				$485,423.00
6	6.4	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)	English Learners					$0.00
6	6.5	Purchase Board Approved Materials	All	$684,560.00				$684,560.00
6	6.6	Technology/software for Unduplicated Populations	English Learners Foster Youth Low Income	$25,911.00				$25,911.00
6	6.7	Induction Program Contract	All	$72,000.00				$72,000.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
94,144,617	$7,271,730	7.72%	0.38%	8.11%	$7,271,730.00	0.00%	7.72 %	**Total:**	$7,271,730.00
								LEA-wide Total:	$6,399,824.00
								Limited Total:	$871,906.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Staffing to improve Graduation Rates	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,988,663.00	
1	1.2	Intervention Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,803,805.00	
1	1.3	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
1	1.5	Supplemental Summer Intervention/Enrichment	Yes	LEA-wide	Foster Youth Low Income	6-12		
1	1.6	Summer Library Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$822.00	
1	1.7	EL Summer Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	1.15	Staff Support for ELs	Yes	Limited to Unduplicated	English Learners	All Schools	$234,589.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.2	Support Foster and Homeless (repeated Expenditure Goal 1 Action 1)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
2	2.5	EL Staff Development (Repeated Expenditure Goal 6 Action 3)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.10	Internet Hotspots	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$15,000.00	
4	4.5	Foster/Homeless Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	6-12	$616,057.00	
4	4.7	Behavior Technicians	Yes	LEA-wide	Foster Youth Low Income	All Schools		
4	4.10	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,095,200.00	
5	5.2	EL Parent Education Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,260.00	
5	5.6	Communication with Educational Rights Holders (Repeated Expenditure Goal 4 Action 5)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		
6	6.3	Intervention Materials and Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$485,423.00	
6	6.4	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
6	6.6	Technology/software for Unduplicated Populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,911.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$90,610,077.58	$87,124,295.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Staffing to improve Graduation Rates	Yes	$2,857,718.00	$2,850,363.43
1	1.2	Intervention Personnel	Yes	$1,767,198.00	$1,720,602.00
1	1.3	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)	Yes	$0.00	$0.00
1	1.4	Retain High Quality School Support Staff	No	$29,958,057.00	$29,198,115.46
1	1.5	Supplemental Summer Intervention/Enrichment	Yes	$14,979.00	$597.14
1	1.6	Summer Library Program	Yes	$1,049.58	$0.00
1	1.7	EL Summer Program	Yes	$56,742.00	$48,762.06
1	1.8	Supportive Programs/Parent Ed	No	$15,542.00	$18,337.50
1	1.9	Data Analysis of Needs of Whole Child (Repeated Expenditure Goal 1 Action 4))	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Improve CTE Course Alignment (Repeated Expenditure Goal 1 Action 4)	No	$0.00	$0.00
1	1.11	Increase CTE Certification (Repeated Expenditure Goal 3 Action 6)	No	$0.00	$0.00
1	1.12	Highly Qualified CTE Teachers (Repeated Expenditure Goal 3 Action 6)	No	$628,133.00	$620,833.00
1	1.13	Monitor Academic Growth	No	$331,502.00	$301,502.00
1	1.14	Workability	No	$198,191.00	$155,995.94
1	1.15	Staff Support for ELs	Yes	$236,669.00	$217,481.00
1	1.16	Perkins Funding	No	$46,863.00	$42,581.09
2	2.1	Data Driven Interventions	No	$0.00	$0.00
2	2.2	Support Foster and Homeless (repeated Expenditure Goal 1 Action 1)	Yes	$0.00	$0.00
2	2.3	SWD Math Improvement (Repeated Expenditure Goal 6 Action 1)	No	$0.00	$0.00
2	2.4	SPED Staffing SWD (Repeated Expenditure Goal 3 Action 6)	No	$0.00	$0.00
2	2.5	EL Staff Development (Repeated Expenditure Goal 6 Action 3)	Yes	$0.00	$0.00
2	2.6	Disaggregated Data (Repeated Expenditure Goal 3 Action 6)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Compact Day Planning	No	$0.00	$0.00
2	2.8	Curriculum Focus Group/Departments (Repeated Expenditure Goal 3 Action 6)	No	$0.00	$0.00
2	2.9	Equity Committee/ Survey Analysis	No	$0.00	$0.00
2	2.10	Internet Hotspots	Yes	$62,000.00	$0.00
2	2.11	Chaparral High School/Vista Program - CSI	No	$319,324.00	$357,268.00
3	3.1	1 to 1 Technology	No	$226,000.00	$80,751.45
3	3.2	Maintain and Update Technology	No	$200,000.00	$0.00
3	3.3	Other Tech Needs	No	$1,046,005.00	$1,030,194.26
3	3.4	Identifying Safety Issues (Repeated Expenditures Goal 3 Action 7)	No	$0.00	$0.00
3	3.5	Tech Supported District	No	$370,000.00	$417,197.66
3	3.6	Retain Highly Qualified Teachers	No	$39,344,118.00	$37,773,737.11
3	3.7	Maintain and Improve Facilities	No	$6,988,364.00	$7,269,489.21
4	4.1	Co-curricular, Extracurricular Enrichment Opportunities for Sites	No	$2,136,926.00	$1,654,851.67

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Improve Chronic Absenteeism	No	$0.00	$0.00
4	4.3	Reduce Suspensions	No	$0.00	$0.00
4	4.4	Reduce SWD Suspensions (Repeated Expenditure Goal 3 Action 6)	No	$0.00	$0.00
4	4.5	Foster/Homeless Support	Yes	$594,619.00	$582,721.00
4	4.6	Positive Behavior Interventions	No	$191,142.00	$192,366.85
4	4.7	Behavior Technicians	Yes	$97,500.00	$0.00
4	4.8	Home Hospital	No	$28,010.00	$21,109.61
4	4.9	Equity Committee	No	$0.00	$0.00
4	4.10	Mental Health Services	Yes	$965,929.00	$952,349.00
4	4.11	TriCity and Care Solace	No	$24,000.00	$14,000.00
5	5.1	Communication Systems	No	$110,000.00	$113,579.99
5	5.2	EL Parent Education Program	Yes	$5,948.00	$5,948.00
5	5.3	AERIES Communication/Parent Square (Repeated Expenditure Goal 5 Action 7)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Parent Partnership (Repeated Expenditure Goal 1 Action 8)	No	$0.00	$0.00
5	5.5	Community Outreach and Partnership	No	$0.00	$0.00
5	5.6	Communication with Educational Rights Holders (Repeated Expenditure Goal 4 Action 5)	Yes	$0.00	$0.00
5	5.7	Communication to Parents and Students	No	$135,000.00	$190,134.49
5	5.8	Survey Systems (Repeated Expenditure Goal 4 Action 1)	No	$0.00	$0.00
5	5.9	Stakeholder Input	No	$0.00	$0.00
6	6.1	Standards-Based Materials/Training	No	$254,179.00	$76,911.38
6	6.2	Staff Development: Contracted Trainers/Trainings	No	$93,600.00	$90,970.67
6	6.3	Intervention Materials and Professional Development	Yes	$154,618.00	$71,347.79
6	6.4	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)	Yes	$0.00	$0.00
6	6.5	Purchase Board Approved Materials	No	$1,034,762.00	$881,172.26
6	6.6	Technology/software for Unduplicated Populations	Yes	$43,390.00	$70,455.90
6	6.7	Induction Program Contract	No	$72,000.00	$102,569.05

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,857,207.00	$6,858,359.58	$6,520,627.32	$337,732.26	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staffing to improve Graduation Rates	Yes	$2,857,718.00	$2,850,363.43		
1	1.2	Intervention Personnel	Yes	$1,767,198.00	$1,720,602.00		
1	1.3	Foster Youth Liaisons (Repeated Expenditure - Goal 4 Action 5)	Yes	0.00	0.00		
1	1.5	Supplemental Summer Intervention/Enrichment	Yes	$14,979.00	$597.14		
1	1.6	Summer Library Program	Yes	$1,049.58	$0.00		
1	1.7	EL Summer Program	Yes	$56,742.00	$48,762.06		
1	1.15	Staff Support for ELs	Yes	$236,669.00	$217,481.00		
2	2.2	Support Foster and Homeless (repeated Expenditure Goal 1 Action 1)	Yes	$0.00	$0.00		
2	2.5	EL Staff Development (Repeated Expenditure Goal 6 Action 3)	Yes	$0.00	$0.00		
2	2.10	Internet Hotspots	Yes	$62,000.00	$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.5	Foster/Homeless Support	Yes	$594,619.00	$582,721.00		
4	4.7	Behavior Technicians	Yes	$97,500.00	$0.00		
4	4.10	Mental Health Services	Yes	$965,929.00	$952,349.00		
5	5.2	EL Parent Education Program	Yes	$5,948.00	$5,948.00		
5	5.6	Communication with Educational Rights Holders (Repeated Expenditure Goal 4 Action 5)	Yes	$0.00	$0.00		
6	6.3	Intervention Materials and Professional Development	Yes	$154,618.00	$71,347.79		
6	6.4	ELPAC Training for Intervention Teachers (Repeated Expenditure Goal 6 Action 3)	Yes	$0.00	$0.00		
6	6.6	Technology/software for Unduplicated Populations	Yes	$43,390.00	$70,455.90		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$87,912,509	$6,857,207.00	0.00%	7.80%	$6,520,627.32	0.00%	7.42%	$336,579.68	0.38%

Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:

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

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

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

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

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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