LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonita Unified

CDS Code: 19643290000000

School Year: 2024-25

LEA contact information:
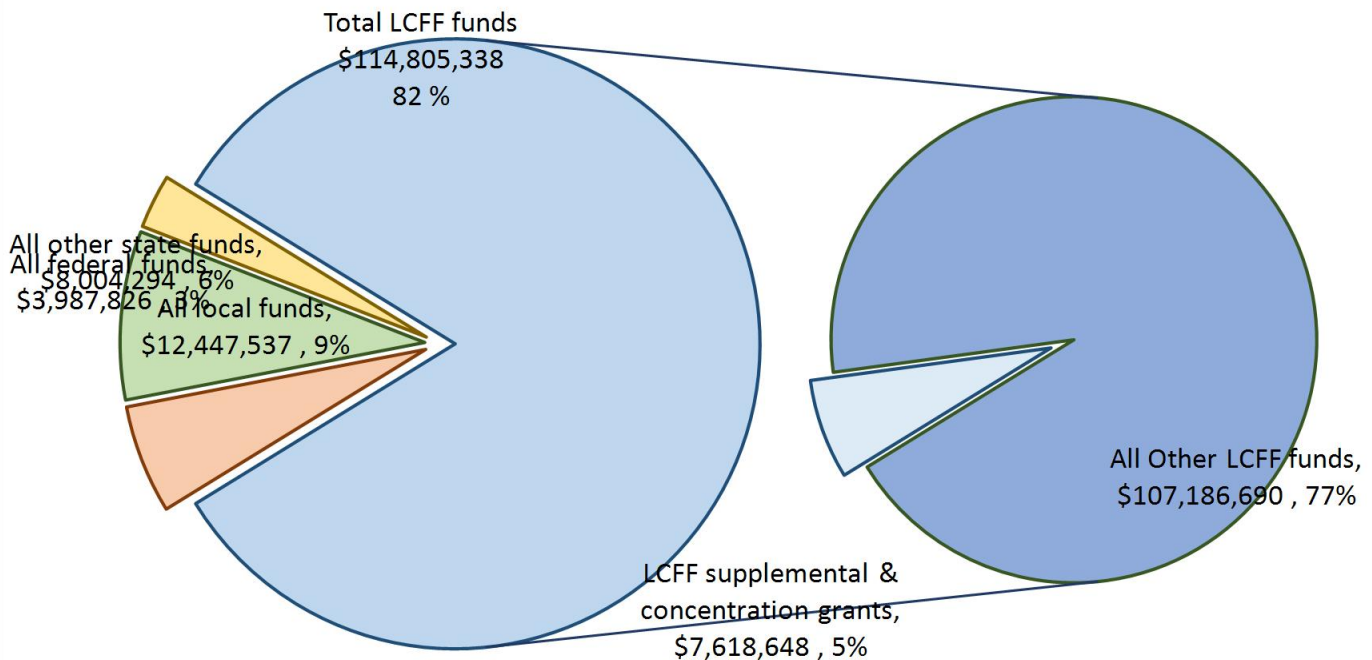
Matthew Wien

Superintendent

wien@bonita.k12.ca.us

(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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$114,805,338
82 %

All other state funds,
$8,004,294 , 6%

All federal funds,
$3,987,826 , 3%

All local funds,
$12,447,537 , 9%

All Other LCFF funds,
$107,186,690 , 77%

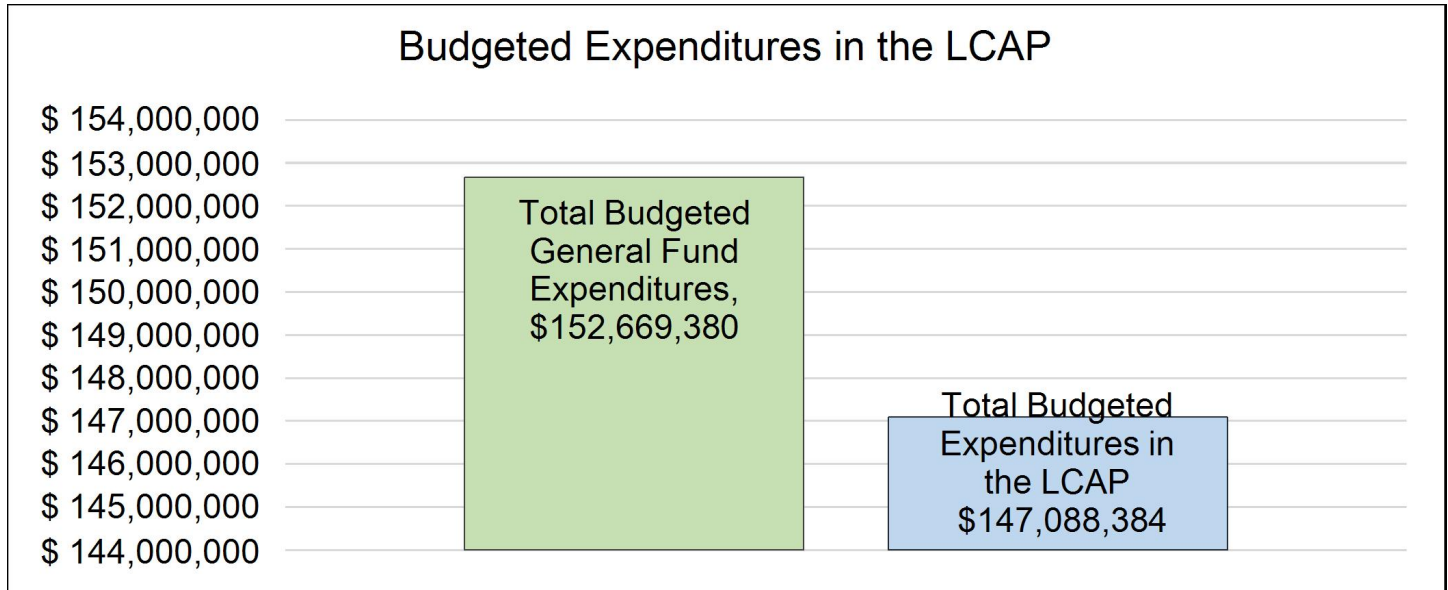LCFF supplemental & concentration grants,
$7,618,648 , 5%

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 $139,244,995, of which $114,805,338 is Local Control Funding Formula (LCFF), $8,004,294 is other state funds, $12,447,537 is local funds, and $3,987,826 is federal funds. Of the $114,805,338 in LCFF Funds, $7,618,648 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

$ 154,000,000	
$ 153,000,000	
$ 152,000,000	Total Budgeted General Fund Expenditures, $152,669,380
$ 151,000,000	
$ 150,000,000	
$ 149,000,000	
$ 148,000,000	
$ 147,000,000	Total Budgeted Expenditures in the LCAP $147,088,384
$ 146,000,000	
$ 145,000,000	
$ 144,000,000	

This chart provides a quick summary of how much Bonita Unified plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bonita Unified plans to spend $152,669,380 for the 2024-25 school year. Of that amount, $147,088,384 is tied to actions/services in the LCAP and $5,580,996 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures that will be funded through one-time grants and donations were not included.
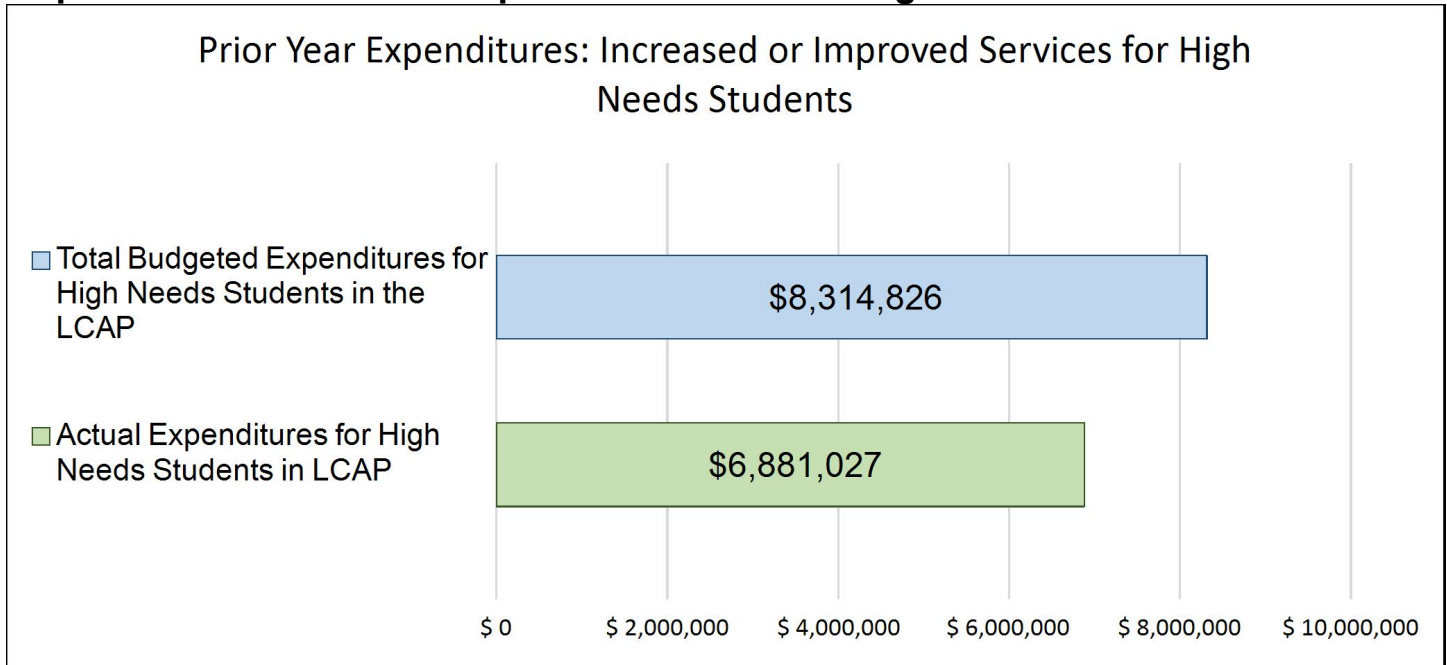
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Bonita Unified is projecting it will receive $7,618,648 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 $9,133,005 towards meeting this requirement, as described in the LCAP.

Bonita USD will carry out LEA-wide actions that yield success with an emphasis on high needs students. For example, the continuous improvement process, which benefits all students, will prioritize high needs students through careful data analysis and collaboration for best practices.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $8,314,826

☐ Actual Expenditures for High Needs Students in LCAP — $6,881,027

| $ 0 | $ 2,000,000 | $ 4,000,000 | $ 6,000,000 | $ 8,000,000 | $ 10,000,000 |

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 2023-24, Bonita Unified's LCAP budgeted $8,314,826 for planned actions to increase or improve services for high needs students. Bonita Unified actually spent $6,881,027 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-1,433,799 had the following impact on Bonita Unified's ability to increase or improve services for high needs students:

Increased and improved services were also funded using one-time funds and grant funds, including ESSER dollars. High needs students continued to be served as specified in 2023-2024 LCAP actions.

Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

Bonita Unified School District in San Dimas, California serves a diverse student body of 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. Our schools have won numerous awards for excellence including California Distinguished School designations, Model Continuation High School designation, and National Blue Ribbon designations. The district is characterized by its strong academic achievements and a commitment to inclusive education, despite facing challenges. Economically disadvantaged students make up 34.5% of the population, with 5.2% classified as English learners and 0.7% as foster youth. These demographics underscore the district's focus on equitable education access. Performance indicators highlight success and areas areas of concern.

Academic performance remains robust:
- English Language Arts: Students scored 51.4 points above standard, improving by 9.3 points.
- Mathematics: Students scored 12.7 points above standard, with an 8.7 point increase.
- College/Career Readiness: 65.7% of students are well-prepared.
- The district meets all local indicators, demonstrating effective implementation of academic standards, broad course access, and strong community engagement.
- However, English learner progress slightly declined by 0.9%, highlighting an area for targeted intervention.

Areas of concern persist in absenteeism and suspension:
- Chronic Absenteeism: 20.7% of students are chronically absent, a 3.9% increase, suggesting areas for improvement in engagement strategies.
- Suspension Rate: Slightly increased to 2.8%, indicating a need for behavioral support.

In summary, Bonita Unified continues to excel academically while recognizing the need for focused improvements in student engagement and support for English learners. The district is well-positioned to address these challenges and maintain its trajectory of educational

excellence.

Vista Opportunity School, a credit recovery program for district sophomores, will receive Equity Multiplier funding.

Reflections: Annual Performance

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

We are encouraged by our students' academic progress and rebound from pandemic closure. Bonita Unified School District achieved its highest-ever scores in English language arts (72% of students were proficient) and second-highest scores in math (58% of students were proficient) on the spring 2023 state assessments. We continue to strive to close achievement gaps that we have identified for student subgroups to ensure that every student can achieve at high levels. We are pleased that there were no district-wide performance areas in which BUSD received the lowest rating for student performance.

Challenges: District-Wide Student Groups
Bonita USD has identified three student groups that received the lowest rating on one or more indicators on the 2023 dashboard:
1. Foster youth (FY) demonstrated very low academic performance in both English Language Arts and Mathematics
2. Filipino (FI) students demonstrated very low performance in school engagement due to high chronic absenteeism
3. Homeless (HO) students demonstrated very low performance in school climate due to high rates of suspension.

Challenges: School-Wide Performance
The following schools received the lowest rating for overall school performance on one or more indicators on the 2023 dashboard:
1. Gladstone Elementary- chronic absenteeism
2. Oak Mesa Elementary- chronic absenteeism
3. Chaparral High School- academic performance in English Language Arts and Mathematics; career and college readiness

Challenges: Student Groups Within Schools
The following student groups within schools received the lowest rating on one or more indicators on the 2023 dashboard:
1. Gladstone Elementary- Hispanic (HI) students and students of two or more races (TOM) demonstrated very low performance in school engagement due to high chronic absenteeism
2. La Verne Heights Elementary- Low income (LI) students demonstrated very low performance in school climate due to high rates of suspension
3. Roynon Elementary- English learners (EL), students with disabilities (SWD), low income (LI) students, and white (WH) students demonstrated very low performance in school engagement due to high chronic absenteeism
4. Oak Mesa Elementary School- Hispanic (HI) students and low income (LI) students demonstrated very low performance in school engagement due to high chronic absenteeism
5. Lone Hill Middle School- Students with disabilities (SWD) demonstrated very low academic achievement in English Language Arts and Math; African American (AA) students an Low Income (LI) students demonstrated very low performance in school climate due to high rates of suspension

6. Bonita High School- English learners (EL) and students with disabilities (SWD) demonstrated very low performance in school climate due to high rates of suspension
7. San Dimas High School- Students with disabilities (SWD) demonstrated very low academic performance in English Language Arts; African American (AA) students demonstrated very low performance in school climate due to high rates of suspension.
8. Chaparral High School- Low income (LI) students and Hispanic (HI) students demonstrated very low performance in career and college readiness

Reflections: Technical Assistance

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

Not applicable

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.

Chaparral High School has been identified for CSI due to low academic performance in both English Language Arts and Math.

Support for Identified Schools

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

Bonita Unified School District informed Chaparral High School's Administrative Team of the status for comprehensive support and improvement (CSI) for the 2024-25 academic year. Part of developing the CSI plan required the district office to provide information regarding the reasons for CSI qualifications and the processes that need to be in place to support student groups that are impacted. Working collaboratively, student performance data was presented to educational partners including Chaparral's leadership team, staff, parents, and students. Through a data dive, educational partners conducted a root cause analysis to determine the areas of focus.
The following resource inequities were identified:
1. After school or off campus interventions/opportunities are not easily accessible. Intervention needs to be made within the school day due to a variety of barriers for our student population. Evening care for younger siblings, employment for supplemental family income, limited access to transportation.
2. The small size of the school limits course offerings. Additional classes are needed to provide the individualized and remedial supports that students need.

Monitoring and Evaluating Effectiveness

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

The district office will work with Chaparral High School's administrative team in monitoring and evaluation the plan to support student and school improvement. Student performance data (CAASPP ELA, CAASPP Math, ELPAC, and EL redesignation rate) and other metrics will be provided to educational partners to monitor progress at the end of each grading period/progress report period. Chaparral staff will focus on collaborative observation/evaluation meetings that share student academic data to support student understanding of reading and comprehension levels on a weekly basis. The goal is to increase the frequency of benchmark reading and comprehension assessments. The team's focus is on improving both student and parent communication to support the Individualized Growth Plan/Credit earning for each student. Chaparral will focus on identifying and reinforcing skills that support mastery of skills and academic development. They will measure student success through assessments and credit earning demonstrating both academic growth in mastery of Common Core State Standards in math and ELA.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through several processes. First, the California School Staff Survey was distributed to all staff members. In addition, school principals share LCAP and related school plan components throughout the year at leadership team meetings, staff meetings, and team meetings that solicit input. Finally, teachers participate in a departmental groups and focus groups that meet directly with district personnel and serve as leadership for their grade levels, departments, and schools. Together, these groups allow BUSD to incorporate teacher perspectives and insights into how we use district resources to support our students. Dates vary- monthly school leadership team meetings at sites Dates vary- monthly staff team meetings at sites Departmental and Focus Group Meetings: September 6, 2023- Secondary Chemistry Meeting October 24, 2023- Elementary Math Focus Group November 29, 2023- Secondary Chemistry Meeting December 4, 2023- Middle School History Social Science Meeting January 10, 2024- Elementary English Language Arts Focus Group January 24, 2023- Middle School History Social Science Meeting January 30, 2024- Elementary Math Focus Group March 1-29, 2024- California School Staff Survey (WestEd) March 26, 2024- Elementary English Language Arts Focus Group
Principals	During principal meetings, feedback is gathered from school leaders to evaluate and inform the district's strategic goals. These data-driven

	discussions allow us to share feedback from other groups and incorporate principals' perspectives and insights to identify potential goals and actions. Primary topics discussed are included with dates here:
	July 26, 2023- Aligning LCAP and SPSA/ ATSI
	September 13, 2023- SEL Goals/ Actions, Staff Development Needs, Homeless student needs
	October 18, 2023- LCAP Continuous Improvement Goals/ Use of Compact Days, Essential Standards, LCAP/ SPSA
	November 9, 2023- LCAP Attendance Goals/ proposed actions for incentive program, SEL curriculum action, Comprehensive School Safety Plans
	November 16, 2023- School Connectedness and Sense of Belonging- Panorama Data, CTE
	December 14, 2023- School Connectedness and Sense of Belonging- Panorama Data, RTI/SST work group
	January 18, 2024- LCAP Goal- SEL data and potential revisions
	January 25, 2024- LCAP Action- enrichment programs, ICA and student achievement goals, teacher leader feedback
	February 8, 2024- LCAP/ SPSA data, Staff Development Needs
	February 15, 2024- LCAP and achievement goals in math, SPSA, staff development needs, CTE
	March 14, 2024- LCAP/ SPSA Update, EL supports
	March 21, 2024- LCAP goals and proposed actions- RTI/SST, SPSA, CTE
	April 18, 2024- Actions to measure/ monitor college and career readiness, EL master plan, School Connectedness and Sense of Belonging- Panorama Data, RTI/SST
	April 25, 2024- Staff Development goals/ actions, Enrichment goal and budget planning
	May 23, 2024- LCAP/ SPSA- sharing drafts and reviewing alignment
Administrators	District and local agency administrators met throughout the development of the LCAP for strategic planning meetings to align resources to the needs of student groups: January 29, 2024- Meeting to discuss state/federal programs and EL-related goals and actions: Ed Services Team February 2, 2024- Meeting to discuss state/federal programs and EL-related goals and actions: Ed Services Team

	March 11, 2024- Meeting to discuss state/federal programs and EL-related goals and actions: Ed Services Team April 8, 2024- Anne Neal, Danielle Walker, Jaymi Abusham, and Scott Turner (SELPA Director)- District special education needs, annual determination and brainstormed collaboration to address African American student suspension and inclusion goals. April 16, 2024- Meeting to discuss state/federal programs and EL-related goals and actions./Participants: Anne Neal, Nancy Sifter, Lisa Rojas April 29, 2024- Meeting to discuss state/federal programs and EL-related goals and actions: Ed Services Team May 2, 2024- Meeting to discuss the LCAP survey results / Participants: LCAP Committee May 6, 2024- Meeting to discuss West Ed survey results / Participants: LCAP Committee May 9, 2024- Meeting to discuss state/federal programs and EL-related goals and actions: Ed Services Team
Other School Personnel	Other school personnel participate in the California School Staff Survey and site-based leadership teams. Their feedback is used to inform goals and actions to meet the needs of our students. Site staff meet regularly with their school leadership to share their perspectives on school needs and goals. District staff meet regularly in department teams to engage in the same process. Information gathered from these groups is reviewed by district leadership to support alignment between school and district goals. Dates vary- monthly staff team meetings at sites Dates vary- weekly or monthly district departmental meetings March 1-29, 2024- California School Staff Survey (WestEd)
Local Bargaining Units	Local bargaining units participate in regular feedback meetings with district administration as part of the strategic planning process. Weekly meetings are held between the teachers' union president and superintendent/ assistant superintendents. In addition, formal feedback meetings were held to inform the strategic planning process on the following dates: August 31, 2023- CSEA Classified Employee Union Executive Board and Superintendent

	October 2, 2023- BUTA Teacher Union Executive Board and Superintendent October 26, 2023- CSEA Classified Employee Union Executive Board and Superintendent November 7, 2023- BUTA Teacher Union Executive Board and Superintendent December 14, 2023- CSEA Classified Employee Union Executive Board and Superintendent January 26, 2024- BUTA Teacher Union Executive Board and Superintendent February 29, 2024- CSEA Classified Employee Union Executive Board and Superintendent May 8, 2024- BUTA Teacher Union Executive Board and Superintendent April 18, 2024- CSEA Classified Employee Union Executive Board and Superintendent
Parents	Throughout the school year, parents are involved in a range opportunities to learn about the LCAP and district goals while also providing meaningful feedback to inform in district planning processes. Opportunities are designed to ensure participation from a wide range of groups, with specific effort made to reduce disparities in opportunities and outcomes. The timeline below does not reflect all opportunities, but includes a sample of those included throughout this school year: January 16, 2024 - Parent Advisory Committee (PAC) Discussed enrollment, ADA, and funding. / Participants: PAC Members, DO Administration January 31, 2024 - DAC/DELAC Meeting - included update on LCAP / Participants: DAC/DELAC Members, DO Administration March 1-29, 2024 - California School Parent Survey (WestEd) March 19-April 12, 2024 - District LCAP Survey window open; Emailed to parents via ParentSquare and to Staff via District email; posted on District website / Participants: Parents, Staff, and Community May 28, 2024 - Met with Parent Advisory Committee and reviewed LCAP / Participants: Parent Advisory Committee and DO Administration

	June 5-11, 2024 - Community Input--Disseminated the draft plan and posted on the District website 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 June 12, 2024, Board Hearing - Present the LCAP at the June Board meeting and hold a public hearing for comment/feedback. Participants: BUSD Board Members, Superintendent, District Office Administration, Community June 26, 2024- Board Approval - BUSD Board votes on approval of the LCAP Participants: BUSD Board Members, Superintendent, District Office Administration, Community
Students	We continue to strive to include student voice in decisions that inform the district's strategic plan and the resulting LCAP. At the comprehensive high school sites, administration engages various student groups on campus to provide opportunities for student voice. San Dimas High School currently has the Integrity Team, which meets on the second Thursday of the month. This team of administrators, staff and students is committed to gathering student voices so that every student gets what they need to reach their potential. At Bonita High School, the House of Representatives meets once per month. Prior to these monthly meetings, an Executive Board of students meets with the administration to create the agenda and align to the district strategic planning process. The following week, the representatives from various grade levels and student groups meet to discuss the items on the agenda. Feedback from the groups is shared with the district executive team.
Equity Multiplier: Vista Opportunity School	In addition to the above, which were open to all educational partners in the Vista community, additional efforts were made to gather feedback to inform the Equity Multiplier focus goal. Vista parents were contacted directly by the school principal and asked to participate in a survey specific to the program's needs and goals. Teachers in the program reached out to individual families to ask for their participation. Students were also asked to participate in a survey specific to school needs. Students were also informally interviewed by school staff to seek greater feedback. Each of these processes

	allowed us to collect partner input to develop the equity multiplier goal and actions. Specific dates include:
	February 21, 2024- Notification to Vista Opportunity School of State Eligibility for Equity Multiplier funding
	April 15, 2024- Meeting with Vista team to review needs assessment and root cause information. Developed survey for additional feedback from parents and students.
	May 10, 2024- Meeting with Vista team to review partner feedback and develop specific, measurable, time bound goal and metrics to measure progress.

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

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.

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 (n=480).

Families shared the following information on their priorities:
76% of families perceive that access to appropriate teachers, materials, and facilities is a high priority to them
72% of families perceive that school safety and connectedness is a high priority to them

When asked to provide feedback on BUSD goals from the prior three-year LCAP, families reported that they would like to see these goals continued:
75% of families would like us to continue to prioritize safety and welfare of staff and students
72% of families would like us to maintain the high level of BUSD educational programs and extracurricular programs

When asked to share which BUSD programs they value most:
57% shared that they most value performing arts and arts education programs
55% reported that they most value after school extra curricular programs
55% reported that they most value academic intervention programs

When asked to report what they perceive should be done to prepare more students to be career and college ready:
66% suggested opportunities for more industry internships
57% suggested increased offerings of industry-recognized certificates
56% suggested increased CTE course offerings

In addition, families were encouraged to participate in the California School Parent Survey (n=1621).

94% of parents report that their schools keep them well informed
90% of parents agree that school staff treat parents with respect
90% of parents report that their schools keep them apprised of their child's progress between report cards
89% of parents agree that their schools are responsive to communication
87% of parents report that they are encouraged to be an active partner in their child's education
62% of parents agree that their schools actively seek parent input before making important decisions

Staff members also participated in the California School Staff Survey (n=338), in which they reported the following:

When asked to report on the student learning environment:
99% reported that schools help students when they need academic support
97% reported that they emphasize teaching lessons in a manner that is relevant to students
97% reported that schools promote academic success for all students
97% reported that schools motivate students to learn
96% reported that the school is a safe place for students
37% also reported that student behavior is a moderate to severe problem

When asked about the staff working environment:
92% of staff stated that the school is a safe place for staff
86% of staff stated that the school is a supportive and inviting place to work
84% of staff stated that the school is a clean and well-maintained facility
83% of staff stated that the school promotes personnel participation in decision-making
80% of staff stated that the school promotes trust and collegiality among staff

When asked about parent involvement:
99% of staff shared that school staff take parent concerns seriously
97% of staff shared that teachers communicate with parents about learning expectations
95% of staff shared that the school is welcoming and facilitates parent involvement
95% of staff shared that parents feel welcome to participate
94% of staff shared that the school encourages parents to be active partners

When asked about social emotional learning:
94% of staff reported that students are taught they can control their own behavior
93% of staff reported that the school encourages students to understand how others think and feel
92% of staff reported that the school helps students resolve conflicts with one another

Based upon this feedback from educational partners, BUSD has identified the following priorities for this three year plan:
1. Continue to foster academic programs that have yielded high academic achievement for students in our schools. Refine these programs, where needed, to address achievement gaps.
2. Continue to support student with intervention programs throughout all grades in core academic areas.

3. Expand Career and Technical Education (CTE) opportunities to provide a wider range of experiences as well as more opportunity for students to engage with community partners for certificates and internships.
4. Continue to provide co-curricular, extracurricular, and enrichment opportunities to support engagement in the school community.
5. Provide resources to support safety and positive student behavior.
6. Continue to provide a range of opportunities for family engagement in our schools.
These priorities will be reflected in the goals and actions of this document.

For Vista Opportunity School Equity Multiplier Goal:
Feedback from educational partners was solicited using a directed survey to the families of enrolled students. The school team met to brainstorm potential supports to enhance student achievement and accelerate credit recovery. Parents of the school were surveyed, and their opinions were sought on the types of supports they perceived would benefit their students. Parents were also asked if they were willing to speak at greater depth with the LCAP planning team. Educational partners reported the following:
- All parents (100%) would like to see more courses available to students in this program.
- Individual parents expressed a desire to access more varied courses, including intervention classes and life skills classes.
- Most parents (75%) agreed that the program has positively impacted their child's achievement.
- Most students (83%) shared that the value the alternative format that allows them to recoup additional credit through unit study (SBUS).
- Most students (83%) believe they would benefit from a wider range of course offerings, including virtual formats.
- Some students (25%) shared feedback on individual curricula they do not feel benefits them. More information will be gathered from students and evaluated with respect to essential standards and grade level requirements to determine if new resources are warranted.
- Individual students expressed a desire to access more varied courses, including electives and applied financial skills courses.

Based upon this feedback from educational partners, BUSD has identified the following priorities for Vista Opportunity School:
1. Expand intervention supports to ensure that students can complete the Standards Based Units of Study (SBUS) in the prescribed time period (6 units per month).
2. Expand course offerings. The small school size makes it difficult to provide a wide range of courses. Distance learning platforms are available that would allow students to participate in courses beyond the scope of the current staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STUDENT ACHIEVEMENT- All students will prepare to live their purpose through high-quality learning environments and programs that support high student achievement. Specific attention will be paid to the needs of students who are identified as English learners (EL), students with disabilities (SWD), socio-economically disadvantaged (SED), foster youth, and homeless students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard data indicated a clear need to continue supporting academic achievement for all students in English Language Arts (ELA), Mathematics, Science, and English Language Development (ELD). We are encouraged by the rebound in the number of students who demonstrated mastery of standards, as these results continue to place us in the top 10% of all unified school districts. In Spring 2023, CAASPP scores demonstrated that 72% of students were proficient in English language arts and 58% were proficient in math. However, we are concerned that achievement gaps persist and that students from unduplicated populations were impacted most by pandemic related school closures. We will continue to target improvement for all students as well as achievement gaps for disaggregated groups.

Student achievement was an area of need for the following student groups on the 2023 California School Dashboard:
District-Wide: Foster youth (FY) demonstrated very low academic performance in both English Language Arts and Mathematics
School-Wide: Chaparral High School demonstrated very low academic performance in English Language Arts and Mathematics as well as Career and College Readiness
Student Groups Within Schools:
Lone Hill Middle School- Students with disabilities (SWD) demonstrated very low academic achievement in English Language Arts and Math
San Dimas High School- Students with disabilities (SWD) demonstrated very low academic performance in English Language Arts
Chaparral High School- Low income (LI) and Hispanic (HI) students demonstrated very low performance in career and college readiness

During the LCAP development process, educational partners identified the need for:
- Continue to maintain the high level of BUSD educational programs and extra-curricular activities
- Continue existing programs that prioritize performing arts, arts education, extra-curricular programs, and academic intervention programs
- Increase access to CTE related education through more industry internships, more industry recognized certificates, and more CTE course offerings.

BUSD plans to address these need through continuing actions that have resulted in success, while refining practices for those actions that have not yielded adequate growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to a Broad Course of Study	Enrollment 2023-24 9-12 grade: AP- 2210 seats Dual Enrollment- 103 seats CTE- 1585 seats Enrollment 6-12 Grade: VAPA- 2184 seats			Maintain access to a broad course of study through equal or greater participation in AP, Dual Enrollment, CTE, and VAPA programs.	
1.2	CAASPP ELA Proficiency	2022-23 CAASPP ELA Percent Proficient: District- 71.78% LI- 61.12% EL- 27.62 % FY- 26.6% SWD- 28.57% Chaparral HS- 8.51% Lone Hill MS- 65.74% Lone Hill MS SWD- 17.59% San Dimas HS- 78.31% San Dimas HS SWD- 18.52%			Improve CAASPP ELA percent proficient to: District- 74% LI- 67% EL- 33% FY- 32% SWD- 34% Chaparral HS- 14% Lone Hill MS- 71% Lone Hill MS SWD- 23% San Dimas HS- 82% San Dimas HS SWD 24%	

1.3	CAASPP Math Proficiency	2022-23 CAASPP Math Percent Proficient: District- 57.86% LI- 44.88% EL- 59.13% FY- 6.25% SWD- 21.16% Chaparral HS- 0.0% Lone Hill MS- 47.0% Lone Hill MS SWD- 9.68%			Improve CAASPP Math percent proficient to: District- 60% LI- 50% EL- 65% FY- 12% SWD- 27% Chaparral HS- 5% Lone Hill MS- 50% Lone Hill MS SWD- 15%	
1.4	California Science Test (CAST)	2022-23 CAST percent proficient: District- 44.38% LI- 33.66% EL- 45.81% FY- 0%			Improve CAST percent proficient to: District- 47% LI- 39% EL- 51% FY- 10%	
1.5	Completion of a-g Requirements by Graduates	District- 62.2% LI- 50.4% EL- 23.3% FY- 17.6% Chaparral HS- 0% Chaparral HI- 0% Chap LI- 0%			Improve to District- 65% LI- 56% EL- 29% FY- 23% Chaparral HS- 5% Chaparral HI- 5% Chap LI- 5%	
1.6	CTE Pathway Completion	District- 22.2%			District- 27%	
1.7	College and Career Ready- CTE and A-G Completion	2022-23 CCI District- 13.1%			District- 18%	
1.8	ELs Making Progress Toward Proficiency	2022-23 Dashboard District- 46.3%			Improve to District- 50%	

1.9	EL Reclassification Rate	2023-24 District- 92/519 were reclassified 17.73%			Improve to District- 20%
1.10	Long Term English Learner (LTEL) Progress	2022 Percentage of Ever-EL classified as LTEL- 14.7%			Reduce by 12%
1.11	Passage of AP Exams	2022-23 Collegeboard District- 70%			Improve to District- 72%
1.12	EAP- Percentage of Students Prepared for College- ELA & Math	2022-23 CAASPP District- 71.6%			Improve to District- 72%
1.13	Other Pupil Outcomes	2022-23 CCI Seal of Biliteracy District- 7% College Credit Courses- 20.2%			Improve to Seal of Biliteracy District- 8% College Credit Courses- 21%

Goal Analysis

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

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Data-Driven Continuous Improvement	School personnel will identify essential learning, define and assess mastery, refine instructional sequence, and use disaggregated data to identify program and student needs. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$811,527.00	Yes
1.2	Communities of Practice	Teachers and support staff will meet regularly and collaborate on data-driven instructional improvement. Meetings include departmental, district focus groups, school instructional leadership teams, grade level teams, and vertical teams. Specific attention will be paid to under-resourced groups and achievement gap targets, including unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$250,272.00	Yes
1.3	RTI/ MTSS	District and school teams will meet regularly to assess universal screeners, identify students at-risk and develop/ document progressive tiers of support, and monitor progress in areas of academic, behavioral, and social emotional need. Specific attention will be given to the needs of low income students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$8,000.00	Yes
1.4	Intervention Personnel	Additional staff will be provided to work with students who have yet to master essential learning. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral	$2,745,543.00	Yes

		High School, and students with disabilities from Lone Hill Middle and San Dimas High School.		
1.5	Supplemental Intervention	Supplemental instruction will be provided by general and special education personnel to target achievement gaps. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$86,778.00	Yes
1.6	Summer Intervention Programs	Supplemental instruction will be provided during summer programs designed to address language arts and math skills. Students in elementary grades will participate in small group interventions for foundational reading skills. Secondary students will participate in credit recovery programs. Students with disabilities will participate in programs tailored to individualized education plans.	$425,000.00	Yes
1.7	Summer Library	Elementary school libraries will be available to families to mitigate learning loss during the summer.	$7,744.00	Yes
1.8	Supplemental Programs for Enrichment	Supplemental instruction will be provided for students to enrich the instructional program.	$30,000.00	No
1.9	EL Master Plan	A comprehensive plan is needed to address the needs of English learners throughout the district.	$12,840.00	Yes
1.10	EL Support Staff	Additional staff will be provided to work with students who are identified and English learners.	$325,526.00	Yes
1.11	EL Summer Institute	A summer program will provide additional instructional time for English learner students.	$63,068.00	Yes

1.12	Support for FY and Homeless- Liaisons and Support Services	Community liaisons will provide added support and services for students in foster care programs or experiencing housing insecurity. This action will target district low performance in ELA & math for foster youth.	$400,013.00	Yes
1.13	CTE Counselor/ Coordinator and Program Supports	A dedicated CTE counselor will support expanded opportunities for Career and Technical Education programs and coordinate events to expand CTE programs.	$199,246.00	No
1.14	CCGI	High school school staff will utilize the California Colleges Guidance Initiative (CCGI) to monitor and support college readiness in high school students.	$0.00	No
1.15	Workability	Develop skills for competitive employment in students with disabilities.	$198,191.00	No
1.16	CHAP CSI	Use CSI funds to improve student outcomes for Chaparral Continuation High School, which serves students identified for comprehensive support and improvement. This goal will specifically address areas of career and college readiness for all students, Hispanic students, and low income students. This action will also address low academic performance in ELA and math for all students at the school.	$163,444.00	Yes
1.17	Academic Performance: Subgroups	Provide specific support to address the academic achievement of underperforming student groups, which will include: support for students with disabilities at Lone Hill Middle School (ELA and Math) and San Dimas High School (ELA). BUSD will collaborate with school teams to plan and implement data-driven interventions.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SCHOOL SAFETY & CLIMATE- BUSD will ensure that all students are provided with well-trained and prepared staff, quality instructional materials, safe and clean facilities, classroom staffing, and other basic conditions to support teaching and learning of the California content standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. 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.

The basic conditions of learning are well met by BUSD, as the data describes below. However, we know that all students are entitled to these resources, and we will work to ensure that we continue to provide these resources at the highest level.

During the LCAP development process, educational partners identified the need for:
- Continue to prioritize safety of staff and students
- Continue to prioritize safe and well maintained facilities
- Continue to ensure that staff has access to high-quality standards-based materials and professional development
- Continue to recruit fully credentialed teachers and assign them appropriately

BUSD plans to address these need through continuing actions that have resulted in success, while refining practices for those actions that have not yielded adequate growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Fully credentialed and appropriately assigned teachers	TAMO District: 91.1% Grades K-6: 97.6% Grades 6-9: 84.6% Grades 9-12: 85.3%			Maintain over 90% for District	
2.2	Access to standards aligned instructional materials	100% access per SARC reporting.			Maintain 100% access.	
2.3	Implementation of state standards	Local Self Review ELA – Common Core State Standards for ELA- 5 ELD (Aligned to ELA Standards)- 4 Mathematics – Common Core State Standards for Mathematics- 5 Next Generation Science Standards- 4 History-Social Science- 4			Maintain or increase local self-review measures at level 4 or 5 for all content areas	
2.4	Facilities in "good" repair as measured by FIT	All 13 sites met Overall Good rating			Maintain good rating for all 13 sites.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.
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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing	Recruit and retain high quality certificated and classified personnel.	$119,078,111.00	No
2.2	Staffing to Improve Graduation Rates	Recruit and retain specific personnel to improve graduation rates for unduplicated students.	$3,336,440.00	Yes
2.3	Standards-Based Core Materials	Purchase core standards-based materials to support instruction in CCSS and NGSS.	$794,683.00	No
2.4	Standard-Based Supplemental Materials	Purchase standards-based supplemental materials to support instruction CCSS and NGSS for the academic needs of unduplicated student groups.	$211,884.00	Yes
2.5	Professional Development	Provide ongoing professional development in areas of need as identified by data, overall and for achievement gaps. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$169,971.00	Yes

2.6	Technology	Purchase and maintain technology resources to support the instructional program, including student hardware and software, and other instructional tools.	$184,850.00	No
2.7	Teachers on Special Assignment	Teacher on Special Assignment to provide instructional support in their content area, assisting in the facilitation of a culture of continual learning for the staff at school sites (Elementary- Math; Secondary- 4 ELA (partial) and 2 Biology (partial)	$457,387.00	Yes
2.8	Induction Program	Provide professional development and mentorship to new administrators and teachers.	$150,000.00	No
2.9	Maintain/ Improve Facilities	Maintain facilities and improve where needed to ensure safe and welcoming school and district environments.	$10,760,094.00	No
2.10	Improve Campus Safety Monitoring	Establish work group, conduct feasibility study, and develop RFP for aligned systems for video surveillance to monitor campus security throughout the district	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	ENGAGEMENT- BUSD will facilitate communication with students, parents, and the community to foster strong, positive connections. Activities, resources, and programs will be provided to improve attendance, reduce chronic absenteeism, promote social and emotional well-being, and promote school connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students must be engaged in school to succeed. 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 our students have all the support they deserve to realize their potential and be academically successful.

Our dashboard measures reflect a significant attendance issue that has not recovered since the pandemic. During the 2023-2024 school year, we worked diligently to improve attendance through district wide communication processes and incentives to school sites. We were able to make improvements that outperformed the state and neighboring districts, but more work is needed:

District-Wide: Filipino (FI) students demonstrated very low performance in school engagement due to high chronic absenteeism

School-Wide: Gladstone and Oak Mesa Elementary Schools demonstrated very low performance in school engagement due to high levels of chronic absenteeism

Student Groups Within Schools:

Gladstone Elementary- Hispanic (HI) students and students of two or more races (MR) demonstrated very low performance in school engagement due to high chronic absenteeism

Roynon Elementary- English learners (EL), students with disabilities (SWD), low income (LI) students, and white (WH) students demonstrated very low performance in school engagement due to high chronic absenteeism

Oak Mesa Elementary School- Hispanic (HI) students and low income (LI) students demonstrated very low performance in school engagement due to high chronic absenteeism

An additional concern for engagement is the rate of suspension for some student groups.

District-Wide: Homeless (HO) students demonstrated very low performance in school climate due to high rates of suspension.

Student Groups Within Schools:

La Verne Heights Elementary- low income (LI) students demonstrated very low performance in school climate due to high rates of suspension.
Lone Hill Middle School- African American (AA) and low income (LI) students demonstrated very low performance in school climate due to high rates of suspension.
Bonita High School- English learners (EL) and students with disabilities (SWD) demonstrated very low performance in school climate due to high rates of suspension.
San Dimas High School- African American (AA) students demonstrated very low performance in school climate due to high rates of suspension.

Feedback from educational partners highlighted the importance of school connectedness, but also identified student behaviors as a concern. While staff perceive that students are taught to control their emotions and resole conflicts, the data demonstrate that more can be done to support students and subgroups.

Based upon data and partner feedback, BUSD intends to continue with the attendance processes and incentive programs that have yielded success during the 2023-2024 school year. In addition, we will prioritize ongoing supports for emotional regulation and positive behavior, including both programs and staff that have yielded positive outcomes for students. Specific effort will be made to applying these supports to subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates	2022-23 Average Days Absent Per Student District- 11.8 EL- 11.8 HIS- 12.7 SWD- 15.9 LI- 14.2 FI- 10.1 WH- 11.2 MR- 11.5			Reduce to: District- 9 EL- 9 HI- 10 SWD- 14 LI- 12 FI- 9 WH- 9 MR- 9	
3.2	Chronic Absenteeism Rates	2022-23 District- 20.7% LI- 29.7%			Reduce to: District- 18 % LI- 26%	

		EL- 20.3% FY- 32.7% Filipino- 18.8% Gladstone- 24.6% Gladstone HI- 28.2% Gladstone MR- 29.3% Roynon- 26.0% Roynon EL- 22.0% Roynon SWD- 35.7% Roynon LI- 32.4% Roynon WH- 19% Oak Mesa- 11.7% Oak Mesa HI- 14.4% Oak Mesa LI- 20.8%			EL- 18% FY- 28% Filipino- 18% Gladstone- 22% Gladstone HI- 25% Gladstone MR- 26% Roynon- 24% Roynon EL- 20% Roynon SWD- 33% Roynon LI- 30% Roynon WH- 18% Oak Mesa- 10% Oak Mesa HI- 12% Oak Mesa LI- 18%	
3.3	High School Graduation Rate	2022-23 District- 94.93% LI- 92.77% EL- 80.0% FY- 64.71%			Increase and maintain graduation rates District- 95% LI- 95% EL- 85% FY- 70%	
3.4	High School Dropout Count	District 9 students			Reduce to 5 or fewer high school dropouts	
3.5	Middle School Dropout Count	District 0 students			Maintain 0 middle school dropouts	
3.6	Suspension Rate	2022-23 District- 2.8% LI- 4.3% EL- 4.1% FY- 19.6% Homeless- 10.4%			Reduce to District- 2% LI- 4% EL- 3.8% FY- 18% Homeless- 9%	

		LaVerne Hts- 1.7% LaVerne Hts LI- 4.0% Lone Hill MS- 3.4% Lone Hill AA- 12.1% Lone Hill LI- 8.1% Bonita HS- 3% Bonita HS EL- 13.5% Bonita SWD- 11.4% San Dimas HS- 4.9% San Dimas HS AA-15%			LaVerne Hts- 1.5% LaVerne Hts LI-3% Lone Hill MS- 3% Lone Hill AA- 11% Lone Hill LI- 6% Bonita HS- 2.5% Bonita HS EL-11% Bonita SWD- 11% San Dimas HS-4% San Dimas HS AA-12%	
3.7	Expulsion Count	District- 3 students			Maintain 5 or fewer expulsions	
3.8	Student Perception of Safety & School Connectedness	SPRING 2024 Favorable Rating School Safety Grade Span 3-5- 72% Grade Span 6-8- 55% Grade Span 9-12- 64% Connectedness Grade Span 3-5- 68% Grade Span 6-8- 42% Grade Span 9-12- 36% Panorama Survey			Maintain or Increase favorable rating to: School Safety Grade Span 3-5-73% Grade Span 6-8-57% Grade Span 9-12-66% Connectedness Grade Span 3-5-70% Grade Span 6-8-45% Grade Span 9-12-39% Panorama Survey	

3.9	Staff Perception of Safety & School Connectedness	Safety 96% School Connectedness 97% (2024 CA School Staff Survey)			Maintain favorable rating above: Safety 95% School Connectedness 95%
3.10	Parent Perception of Safety & School Connectedness	Safety 91% School Connectedness 89% (2024 CA School Parent Survey)			Maintain favorable rating above: Safety 90% School Connectedness 85%
3.11	Parent Input in Decision Making	Favorable rating for Actively Seeking Input of Parents: 62% (2024 CA School Parent Survey)			Increase favorable rating for Actively Seeking Input of Parents: 66%
3.12	Parent Participation in Programs for Unduplicated Pupils	LCFF Priority 3 Self Reflection Tool: Average rating 2.5			LCFF Priority 3 Self Reflection Tool- Increase average rating to 3.5

Goal Analysis

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Co-Curricular, Extracurricular, Enrichment Opportunities	Provide co-curricular, extra-curricular, and enrichment opportunities to foster student engagement and sense of community beyond the general curricular program.	$1,923,456.00	No
3.2	Attendance Communication	Training and support for systematic /aligned practices across schools for communicating attendance concerns to individual families.	$10,000.00	No
3.3	Incentives for School Attendance	Schools will be provided with incentives to improve attendance rates and reduce chronic absenteeism.	$0.00	No
3.4	Transportation for Unduplicated Students	Provide transportation for low income students to support school attendance.	$73,967.00	Yes
3.5	Chronic Absenteeism: Subgroups	Provide specific support to address chronic absenteeism of underperforming student groups, which will include: support for Filipino students districtwide, support for all students at Gladstone Elementary and Oak Mesa Elementary, support for English learners, low income, students with disabilities, and white students at Roynon Elementary, support for Hispanic students at students of two or more races at Gladstone Elementary, and support for Hispanic students and low income students at Oak Mesa Elementary. District personnel will work with school teams to	$0.00	No

		target these student groups for support including home-to-school communication, incentive programs, and similar efforts.		
3.6	Positive Behavior Systems	Professional development to support schools to establish multi-tiered systems of support for positive behavior.	$0.00	No
3.7	SEL Curriculum	Purchase and provide professional development for the implementation of an SEL curriculum for elementary students.	$15,113.00	No
3.8	Behavior Technicians	Fund staff to provide behavior support for students with atypical behaviors or to develop classroom systems that support all students with positive behavior.	$2,036,004.00	Yes
3.9	Suspension: Subgroups	Provide specific support to reduce suspension rates for overrepresented student groups, which will include: support for homeless students districtwide, support for African American, homeless, and low income students at Lone Hill Middle School, support for African American students at San Dimas High, support for English learners, low income, and students with disabilities at Bonita High, and support for low income students at La Verne Heights Elementary. District personnel will work with school teams to provide targeted support for applying positive behavior systems, applying trauma informed approaches, aligning school-wide social emotional supports, and provide related professional development for certificated and support staff.	$0.00	Yes
3.10	Foster/ Homeless Youth Support (repeated action 1.12)	Community liaisons will provide added support and services for students in foster care programs or experiencing housing insecurity.	$0.00	Yes
3.11	Mental Health Services	Provide general education mental health specialists to support schools.	$2,035,952.00	Yes

3.12	Care Solace Referral System	Provide resource for outside agency support for social emotional and mental health needs.	$22,000.00	No
3.13	Parent Education Programs	Survey parents to identify programs that they believe will assist them to support their children's school success. Pilot programs for engagement.	$0.00	No
3.14	Parent Communication Systems	Maintain two-way communication with families to support student success.	$11,638.00	No
3.15	Data Systems for Educational Partner Feedback	Use digital tools to solicit feedback from educational partners.	$43,000.00	No
3.16	Equity Committee	Adapt equity committee to meet regularly and target district equity need with an action orientation.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	EQUITY MULTIPLIER: Vista Opportunity School will support BUSD 10th grade students who require intensive intervention to recoup high school credit through a high-quality learning environment and supportive program. All students enrolled in this program will earn a minimum of six credits per month through participation in Standards Based Units of Study (SBUS) and related intervention supports.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal applies to Vista Opportunity School, which provides an alternative educational format to students in grade 10 to support them in achieving their academic goals and obtain a high school diploma. The school is a Positive Behavior Interventions & Supports school with a focus on social, emotional, and trauma-informed practices and supports. Vista gives each student the opportunity to succeed, to recognize and cultivate their unique talents and abilities, and to develop the skills needed for success in school and life. Vista Opportunity School is a place where fresh starts become success stories.

There are currently 20 students enrolled in the Vista Opportunity program, but this number fluctuates with student need. There are no dashboard metrics in which Vista has reported measures; the small population size does not permit reporting. Vista is eligible for Equity Multiplier funding because the school's prior year non-stability rate was greater than 25 percent and the prior year socioeconomically disadvantaged pupil rate was greater than 70 percent. Because Vista is a credit recovery alternative school exclusively for 10th graders, the non-stability rate in inherent to the program.

This focus goal seeks to strengthen the program's capacity to ensure all participating students are supported to recoup the credits they are lacking. The specific, measurable, and time bound goal is purposely written to allow for measurement of student progress when the population will fluctuate based on student needs.

Local measures were reviewed and the following areas of need were identified:
Students have not consistently participated in benchmark measures across reporting periods and a common measure is needed. It will be critical to ensure that student participation is consistent to drive these goals, so a specific goal for student participation in each assessment has been included with proficiency metrics. We will use STAR Reading and Math Assessments to measure student progress, although we acknowledge that student mobility might make it difficult to track the same students across reporting periods.
Students have the ability to earn 6 credits per SBUS unit (approximately one month), but not all students earn this amount of credit per unit, depending on the work completed. The average credit earned per SBUS is currently 4.2. The team will identify ways to improve support for students and increase the number of credits earned.

Feedback from educational partners was solicited using a directed survey to the families of enrolled students. The school team met to brainstorm potential supports to enhance student achievement and accelerate credit recovery. Parents of the school were surveyed, and their opinions were sought on the types of supports they perceived would benefit their students. Parents were also asked if they were willing to speak at greater depth with the LCAP planning team. Educational partners reported the following:

- All parents (100%) would like to see more courses available to students in this program.
- Individual parents expressed a desire to access more varied courses, including intervention classes and life skills classes.
- Most parents (75%) agreed that the program has positively impacted their child's achievement.
- Most students (83%) shared that the value the alternative format that allows them to recoup additional credit through unit study (SBUS).
- Most students (83%) believe they would benefit from a wider range of course offerings, including virtual formats.
- Some students (25%) shared feedback on individual curricula they do not feel benefits them. More information will be gathered from students and evaluated with respect to essential standards and grade level requirements to determine if new resources are warranted.
- Individual students expressed a desire to access more varied courses, including electives and applied financial skills courses.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Measure: Credits earned per month	Average credit earned per SBUS Unit is 4.2 credits (Local data-Credit Tracking)			Average credit earned per SBUS unit - 6 credits	
4.2	ELA Benchmark: STAR Reading Proficiency Participation	50% of enrolled students were tested EOY ELA Benchmark 23-24			90% of students tested EOY ELA Benchmark	
4.3	ELA Benchmark: STAR Reading Proficiency	11 % of students proficient- 23-24 EOY (Baseline reflects partial participation)			50% of students proficient on EOY ELA Benchmark	
4.4	Math Benchmark- STAR Math Proficiency Participation	11% of enrolled students tested (EOY Math)			90% of students tested EOY Math Benchmark	

| 4.5 | Math Benchmark- STAR Math Proficiency | 13 % of students proficient- 23-24 EOY (Baseline reflects partial participation) | | | 50% of students proficient on EOY Math Benchmark | |

Goal Analysis

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

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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.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Data-Driven Continuous Improvement	Data driven cycle of continuous improvement- identify essential learning, define mastery, refine instructional sequence, assess, use data to identify program and student needs	$46,642.00	No
4.2	Communities of Practice	Teachers and support staff will meet regularly and collaborate on data-driven instructional improvement. Meetings will focus on the specific needs of Vista's students and use benchmark assessments to identify	$0.00	No

		opportunities to strengthen the credit recovery program and increase course offerings that have not traditionally been possible with the small size of the school.		
4.3	Enhance Credit Recovery Program	Students will be provided with intervention time and resources to ensure that they are able to earn credit within the designated time period for each course (6 credits per month)	$0.00	No
4.4	Expand course offerings	Students will be provided access to a digital platform to expand course offerings beyond the scope of what is available in their small school setting (APEX).	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,618,648	$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
7.276%	1.198%	$$1,244,950.02	8.474%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Data-Driven Continuous Improvement **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient:	All schools demonstrate achievement gaps between LI students and their peers. To close these gaps, school personnel will identify essential learning, define and assess mastery, refine instructional sequence, and use disaggregated data to identify the specific supports, including improved instructional strategies, targeted small group instruction, intervention materials, and additional instructional time. While this data will	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). **Scope:** LEA-wide	vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students benefit from this data-driven continuous improvement process. The process must begin by reviewing all student data in all settings. This leads district and school teams to identify areas of strength and need and prioritize areas for improvement. The specific needs of LI students are identified and supports are selected through this collaboration process. Research demonstrates that the data-driven continuous improvement process is the most effective way to identify and target equity gaps. Once identified, students will be provided direct, interactive instruction, small group instruction, and additional time for learning. These are the most effective use of funds to support LI students to master essential learning.	Local benchmarks will also be monitored for progress of individual students as part of this focus.
1.2	**Action:** Communities of Practice **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78%	All schools demonstrate achievement gaps between LI students and their peers. To close these gaps, school personnel will identify essential learning, define and assess mastery, refine instructional sequence, and use disaggregated data to identify the specific supports, including improved instructional strategies, targeted small group instruction, intervention materials, and additional instructional time. While this data will vary by year, the baseline which has prompted	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). **Scope:** LEA-wide	BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students benefit from teacher collaboration around data. Teacher groups work together to determine which interventions are most appropriate for varied content areas. During meetings, grade-alike groups can share effective strategies across content areas and vertical groups can share effective strategy alignment between grades. Although the specific needs of LI students are identified and supports are selected through this collaboration process, all students benefit. Research demonstrates that data-driven teacher collaboration improves student achievement and effectively targets equity gaps. Collaborative groups identify needs and provide additional resources to low income students, including direct, interactive instruction, small group instruction, and additional time for learning. These are the most effective use of funds to support LI students to master essential learning.	of individual students as part of this focus.
1.3	**Action:** RTI/ MTSS **Need:** An achievement gap persists between the academic performance of all students and the	All schools demonstrate achievement gaps between LI students and their peers. To close these gaps, school personnel will identify essential learning, define and assess mastery, refine instructional sequence, and use disaggregated data to identify the specific supports, including improved instructional strategies, targeted small	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). Families continue to value the high level of education that is provided by the district, and we know that multitiered systems of support allow us to provide the strategic and intensive interventions that students need when the universal (tier 1) curriculum is not sufficient to support their success. **Scope:** LEA-wide	group instruction, intervention materials, and additional instructional time. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from multi-tiered systems of support. MTSS implementation is recommended by researchers to address inequitable outcomes for under-resourced groups (Cartledge et al., 2016; Castro-Villareal et al., 2016, Donovan & Cross, 2002; Higgins & Rinaldi, 2021). We know that progressive interventions efficiently and effectively address achievement gaps because they provide struggling students with supports that are only as restrictive/ intensive as needed to produce positive outcomes. Thus, they are the most effective use of funds to support LI students.	narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.
1.4	**Action:** Intervention Personnel **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12%	All schools demonstrate achievement gaps between LI students and their peers. Intervention staff are dedicated to addressing these gaps through intensive instruction, intervention materials, and additional instructional time. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). Partner feedback demonstrates that staff value the district systems that allow them to provide academic support to all students. Families continue to value the high level of education that is provided by the district, and we know that our financial commitment to dedicated intervention personnel is required to provide this level of support. **Scope:** LEA-wide	Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from intervention services. BUSD data demonstrates that dedicated intervention personnel have strongly supported academic achievement. Our long-standing reading intervention program in elementary schools has led us to be recognized as the number one district in California for low income, LatinX third grade students. The success of this program has led to the expansion of dedicated intervention personnel across other core content areas. Supporting LI students with this resource is the most effective use of these funds.	of individual students as part of this focus.
1.5	**Action:** Supplemental Intervention **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88%	All schools demonstrate achievement gaps between LI students and their peers. Intervention staff are dedicated to addressing these gaps through intensive instruction, intervention materials, and additional instructional time. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). Partner feedback demonstrates that staff value the district systems that allow them to provide academic support to all students. Families continue to value the high level of education that is provided by the district, and we know that multitiered systems of support allow us to provide the strategic and intensive interventions that students need when the universal (tier 1) curriculum is not sufficient to support their success. **Scope:** LEA-wide	These actions are being provided on an LEA-wide basis because all students can benefit from intervention services. BUSD data demonstrates that intervention programs have supported growth for students who do not master content during core instruction. Progressive interventions efficiently and effectively address achievement gaps because they provide struggling students with supports that are only as restrictive/ intensive as needed to produce positive outcomes. Supporting LI students with this resource if the most effective use of these funds.	
1.6	**Action:** Summer Intervention Programs **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88%	All schools demonstrate achievement gaps between LI students and their peers. Summer intervention programs provide additional time for learning with intensive instruction and intervention materials. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). Families continue to value the high level of education that is provided by the district, and we know that summer intervention programs are an important part of the support needed to recoup credit and reduce summer learning loss. **Scope:** LEA-wide	These actions are being provided on an LEA-wide basis because all students can benefit from targeted support services for additional learning time. BUSD data demonstrates that intervention programs have supported growth for students who do not master content during core instruction. Summer intervention programs provide more time for learning and help to reduce summer learning loss, which is critical for students who need it. The impact can be even greater for LI students, who may lack academic support and materials outside of the school setting. Supporting LI students with this resource if the most effective use of these funds.	
1.7	**Action:** Summer Library **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP ELA Percent Proficient: District- 71.78% LI- 61.12% BUSD Low Income (LI) students face barriers to becoming fluent readers. They lack access to public libraries and are less likely to have reading materials at home. Their families often work long hours and are more likely to be single parent homes, yielding less support for	All schools demonstrate reading proficiency achievement gaps between LI students and their peers. The BUSD summer library program provides access to school libraries to check out materials and complete Accelerated Reader quizzes toward summer reading goals, providing access and also motivating students. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP ELA Percent Proficient: District- 71.78% LI- 10.66% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from accessing the summer library program.	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reading at home. Students who read less at home are more likely to experience summer learning loss. **Scope:** LEA-wide	Research demonstrates that students from low-income families are especially vulnerable to summer learning loss due to a lack of access to educational resources like books, enrichment programs, and cultural experiences that their more affluent peers often enjoy. Supporting LI students with this resource if the most effective use of these funds.	
1.16	**Action:** CHAP CSI **Need:** An achievement gap persists between the academic performance of all BUSD students and the academic performance of LI students at Chaparral HS. Because this program serves as a continuation school for comprehensive high schools, students who participate have not been successful in universal and intervention programs. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- Chaparral HS- 8.51% ELA- Chaparral LI- not reported due to small numbers Math- District- 57.86% Math- Chaparral HS- 0% Math- Chaparral LI- not reported due to small numbers Completion of a-g Requirements by Graduates: District- 62.2% Chaparral HS- 0% Chap Low Income (LI)- 0%	Chaparral High School demonstrates an achievement gap between LI students and their peers. In addition, LI students are overrepresented at Chaparral HS when compared to district data. The CSI needs assessment process identified the need to provide intervention support for students during the day because transportation and competing responsibilities preclude programs outside of the school day. Data reflect these disparities: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- Chaparral HS- 8.51% ELA- Chaparral LI- not reported due to small numbers Math- District- 57.86% Math- Chaparral HS- 0% Math- Chaparral LI- not reported due to small numbers Completion of a-g Requirements by Graduates: District- 62.2% Chaparral HS- 0% Chap Low Income (LI)- 0% These actions are being provided on a a school wide basis for Chaparral because all students can benefit from CSI funded supports.	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) 1.5- Completion of a-g Requirements (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Comparatively, students at Chaparral are much more likely to be designated as LI than the district as a whole: BUSD Low Income- 34.5% Chap HS Low Income- 56.6% Chaparral HS Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). They may lack support at home for academic content and daily routines. **Scope:** Schoolwide	CSI funds will be applied to a data-driven continuous improvement process. Research demonstrates that the data-driven continuous improvement process is the most effective way to identify and target equity gaps. Once identified, students will be provided direct, interactive instruction, small group instruction, and additional time for learning. These supports are the most effective use of funds to support LI students to master essential learning.	
2.2	**Action:** Staffing to Improve Graduation Rates **Need:** An achievement gap persists between the rates of completion of a-g requirements of all BUSD students and the rates of completion of a-g requirements of low income students. Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% BUSD Low Income (LI) students face barriers to completing a-g requirements, lacking access to support for academics, a quiet place	All secondary schools demonstrate an achievement gap between unduplicated students and their peers in the rate of completion of a-g requirements. Specific personnel in secondary schools can provide access to coursework, support for completing college entrance requirements, and assistance with navigating financial aid requirements. Administrators, counselors, and student support personnel are trained to monitor the district plan for support and implement strategies designed to address the specific needs of low income students as they complete college entry coursework. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following:	1.5 Completion of a-g Requirements by Graduates (LI student progress and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to study, and access to technology and materials. They may also face competing responsibilities as they need to work or support rearing younger siblings. **Scope:** LEA-wide	2022-2023 Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% These actions are being provided on an LEA-wide basis because all students can benefit from support toward achieving a-g requirements. Research demonstrates that LI students are less likely to meet the requirements for college, and that early intervention support from high school staff can reduce this gap (Venezla & Jaeger, 2013). Students from low income backgrounds are less likely to have college-prepared mentors and need trained school staff to assist them with this.	
2.5	**Action:** Professional Development **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.).	All schools demonstrate achievement gaps between LI students and their peers. Professional development is needed to improve teaching practice, and can support staff to implement strategies that engage all learners, build content vocabulary, and use assessments to drive instruction. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students benefit from professional development to improve teaching practices for under-resourced students.	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Learning for Justice (2024) confirms that professional development leads to better instruction and improved student learning, and the impacts are pronounced for low income students. The investment in effective instruction is the most effective use of funds to support LI students to master essential learning.	
2.7	**Action:** Teachers on Special Assignment **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). Although BUSD teachers demonstrate the capacity to support students in general, more work is necessary to support LI students for across settings. **Scope:**	All schools demonstrate achievement gaps between LI students and their peers. TOSAs can work with teachers in a coaching cycle that yields lasting improvements in instructional practices. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students benefit from TOSAs. There is strong evidence to support well-designed instructional coaching programs, as they improve teacher practice and student outcomes (Annenberg Institute). Teachers report that coaching increases their understanding of state standards and improves their instruction to support students. Supporting LI students with TOSAs is the most effective use of these funds.	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.8	**Action:** Behavior Technicians **Need:** An LEA-wide achievement gap persists between the suspension rates of all students and the suspension rates of low income students. 2022-23 Suspension Rates District- 2.8% LI- 4.3% Suspension data is correlated to behavior incidents that are precursors to suspension. Survey results demonstrate that more than one third of staff consider behavior to be a moderate to severe problem. Students from low income backgrounds are more likely to be exposed to trauma inducing incidents and substance abuse/ violence in their neighborhoods. In addition, school staff can lack training in developing supporting environments to respond to these needs. **Scope:** LEA-wide	All schools demonstrate a gap between the suspension rates of all students and the suspension rates of LI students. The process for addressing these needs begins by addressing atypical behaviors with teachers. Support is provided by behavior technicians who can assist schools to apply proactive behavior strategies, trauma informed practices, and effectively address intensive needs. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Suspension Rates District- 2.8% LI- 1.5% achievement gap These actions are being provided on an LEA-wide basis because we seek to address atypical behaviors before they reach the level of a suspendable offense. All students can benefit from the behavior supports that are provided by behavior technicians. Research shows that students from low income backgrounds are far more likely to experience trauma-inducing events. Behavior support staff can provide schools with the tools to support students and create safe environments that benefit all children (CPI, 2023). Supporting LI students with behavior technicians is the most effective use of these funds.	3.6- Suspension Rates (LI rates and narrowing of achievement gap) Local behavior data will also be audited for progress monitoring of individual students as part of this focus.
3.9	**Action:** Suspension: Subgroups **Need:**	The rate of suspension for LI students far exceeds the rate for all students: 2022-23 Suspension Rates District- 2.8%	3.6- Suspension Rates (LI rates and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	An LEA-wide achievement gap persists between the suspension rates of all students and the suspension rates of low income students. 2022-23 Suspension Rates District- 2.8% LI- 4.3% Suspension data is correlated to behavior incidents that are precursors to suspension. Survey results demonstrate that more than one third of staff consider behavior to be a moderate to severe problem. Students from low income backgrounds are more likely to be exposed to trauma inducing incidents and substance abuse/ violence in their neighborhoods. In addition, school staff can lack training in developing supporting environments to respond to these needs. **Scope:** LEA-wide	LI- 1.5% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from positive behavior systems, trauma informed approaches, and social emotional supports. Research shows that students from low income backgrounds are far more likely to experience trauma-inducing events CPI, 2023). Addressing the root causes of suspension will require us to apply trauma informed practices, systems for positive behavior, and related supports. Supporting LI students with systemic reform is the most effective use of these funds.	Local behavior data will also be audited for progress monitoring of individual students as part of this focus.
3.10	**Action:** Foster/ Homeless Youth Support (repeated action 1.12) **Need:** An achievement gap persists between attendance for all students and attendance of foster youth and homeless students. 2022-23 Chronic Absenteeism District- 20.7% FY- 32.7%	All schools demonstrate chronic absenteeism gaps between foster youth and their peers. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Chronic Absenteeism District- 20.7% FY- 12% achievement gap These actions are principally directed at foster youth, but provided on an LEA-wide basis because all students can benefit from this support.	3.2 Chronic Absenteeism Rates (FY and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BUSD staff value the district systems that allow them to provide academic support to all students. Students in foster placement experience greater risk of school failure due to high mobility and the stressful environment created by uncertain living conditions. Amid competing challenges, school attendance frequently suffers. **Scope:** LEA-wide	Numerous studies support the use of personnel to provide comprehensive systems of support for foster youth, who are at high risk for educational failure (California Children's Trust, 2022). Community liaisons can provide added support and services for students in foster care programs or experiencing housing insecurity. Dedicated personnel that can provide wrap-around support and resources to homeless and foster youth can support the mitigation of challenges that impede learning and reduce chronic absenteeism. This is the most effective use of funds to support foster youth.	
3.11	**Action:** Mental Health Services **Need:** An achievement gap persists between pupil engagement for all students and pupil engagement for foster youth and homeless students. The California school dashboard measures pupil engagement through chronic absenteeism and graduation rates: 2022-23 Chronic Absenteeism District- 20.7% LI- 29.7% Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% Low income students are more likely to be exposed to trauma inducing incidents and substance abuse/ violence in their homes and neighborhoods. In addition, school staff can lack training in developing supporting	All schools demonstrate an achievement gap between engagement metrics for all students and engagement metrics for LI students. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Chronic Absenteeism District- 20.7% LI- 29.7% Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% These actions are being provided on an LEA-wide basis because all students can benefit from the social emotional support to address mental health needs. Mental health specialists can provide support and services for LI students when they face social emotional challenges including adverse childhood experiences. Dedicated personnel that can provide	3.2 Chronic Absenteeism Rates (LI and narrowing of achievement gap) 1.5- Completion of a-g Requirements (LI and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environments to respond to these needs. This lack of support leads to reduced engagement in school, increasing absenteeism and reducing school completion rates. **Scope:** LEA-wide	support and resources can support the mitigation of challenges that impede learning. This is the most effective use of these funds to support LI students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** EL Master Plan **Need:** English learners make up 5.2% of students in BUSD, and students who are not yet proficient require specific support to acquire English. Data from 2023-2024 demonstrate that 46.3% of students are making progress toward proficiency and the district reclassification rate is currently 17.73%. English learners require additional support in literacy instruction, oral language skills, and differentiation. Although BUSD has designated resources to English learners, we have lacked a comprehensive plan to ensure that initiatives are coordinated across schools and programs.	A coordinated effort within and across English learner programs seeks to identify areas of strength and need for EL students. The percentage of English learners in BUSD is small when compared to other California districts, but the performance of identified students represents and equity need for the district. The data forms the basis for the need is: 2022-2023 CAASPP ELA Proficiency: District: 71.78% proficient EL students: 27.62% proficient Completion of a-g requirements by graduates: District: 44.38% EL- 23.3% 22-23 ELs Making Progress Toward Proficiency: 46.3%	1.2 CAASPP ELA Percent Proficient (EL progress and narrowing of achievement gap) 1.5 Completion of a-g requirements (EL progress and narrowing of achievement gap) 1.8 ELs Making Progress Toward Proficiency 1.9 EL Reclassification Rate 1.10 LTEL Progress Interim and local assessments will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	23-24 EL Reclassification Rate: 17.73% 22 Percentage of Ever-EL Classified as LTEL-14.7% Specific instruction in English and curricular supports for language within other subject areas can provide EL students with the tools to be successful. The EL master plan will seek to coordinate these services for English learners and ensure that comprehensive supports exist at all levels.	
1.10	**Action:** EL Support Staff **Need:** English learners make up 5.2% of students in BUSD, and students who are not yet proficient require specific support to acquire English. Data from 2023-2024 demonstrate that 46.3% of students are making progress toward proficiency and the district reclassification rate is currently 17.73%. English learners require additional support in literacy instruction, oral language skills, and differentiation. Dedicated staff can provide ELs with these supports. **Scope:** Limited to Unduplicated Student Group(s)	The data forms the basis for the need is: 2022-2023 CAASPP ELA Proficiency: District: 71.78% proficient EL students: 27.62% proficient Completion of a-g requirements by graduates: District: 44.38% EL- 23.3% 22-23 ELs Making Progress Toward Proficiency: 46.3% 23-24 EL Reclassification Rate: 17.73% 22 Percentage of Ever-EL Classified as LTEL-14.7% Specific instruction in English and curricular supports for language within other subject areas can provide EL students with the tools to be successful. McREL (2014) validates the need for high-quality instructional intervention from trained staff to acquire English and also access core content learning. EL students in the study were least likely to engage in academic tasks during whole class and individual instruction. For this reason, dedicated staff is needed.	1.2 CAASPP ELA Percent Proficient (EL progress and narrowing of achievement gap) 1.5 Completion of a-g requirements (EL progress and narrowing of achievement gap) 1.8 ELs Making Progress Toward Proficiency 1.9 EL Reclassification Rate 1.10 LTEL Progress Interim and local assessments will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** EL Summer Institute **Need:** English learners make up 5.2% of students in BUSD, and students who are not yet proficient require specific support to acquire English. Data from 2023-2024 demonstrate that 46.3% of students are making progress toward proficiency and the district reclassification rate is currently 17.73%. English learners require additional support in literacy instruction, oral language skills, and differentiation. The EL Summer Institute provides additional time to support these needs. It can also help reduce summer learning loss of English for students who do not use English at home. **Scope:** Limited to Unduplicated Student Group(s)	The data forms the basis for the need is: 2022-2023 CAASPP ELA Proficiency: District: 71.78% proficient EL students: 27.62% proficient 22-23 ELs Making Progress Toward Proficiency: 46.3% 23-24 EL Reclassification Rate: 17.73% The dedicated time provided by the EL summer institute allows students to build skills in English while also receiving instruction to access other content with EL supports. Research shows that ELs are often hesitate to engage in whole class instruction with their native speaking peers, and the dedicated EL program provides them with the opportunity to engage with other students acquiring English (McREL, 2014).	1.2 CAASPP ELA Percent Proficient (EL progress and narrowing of achievement gap) 1.8 ELs Making Progress Toward Proficiency 1.9 EL Reclassification Rate Interim and local assessments will also be monitored for progress of individual students as part of this focus.
1.12	**Action:** Support for FY and Homeless- Liaisons and Support Services **Need:** An achievement gap persists between the academic performance of all students and the academic performance of foster youth and homeless students. 2022-23 CAASPP ELA Percent Proficient: District- 71.78%	Community liaisons can provide added support and services for students in foster care programs or experiencing housing insecurity. Dedicated personnel that can provide wrap-around support and resources to homeless and foster youth can support the mitigation of challenges that impede learning. All schools demonstrate achievement gaps between foster youth and their peers. unduplicated students and their peers. Data will vary by year,	1.2- CAASPP ELA (FY progress and narrowing of achievement gap) 1.3- CAASPP Math (FY progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	FY- 26.6% 2022-23 CAASPP Math Percent Proficient: District- 57.86% FY- 6.25% Partner feedback demonstrates that staff value the district systems that allow them to provide academic support to all students. Families continue to value the high level of education that is provided by the district, and we know that students in foster placement or experiencing housing insecurity struggle to master grade level learning amid competing challenges. **Scope:** Limited to Unduplicated Student Group(s)	the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP ELA Percent Proficient: District- 71.78% FY- 45.18% achievement gap 2022-23 CAASPP Math Percent Proficient: District- 57.86% FY- 51.61% achievement gap These actions are being provided on an LEA-wide basis because foster youth and housing insecure students are present in all schools.	
2.4	**Action:** Standard-Based Supplemental Materials **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and	All schools demonstrate achievement gaps between LI students and their peers. To close these gaps, school personnel can reteach and refine instruction with the aid of supplemental materials. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap BUSD data demonstrates that intervention programs have supported growth for students who do not master content during core instruction. Supplemental materials are needed to provide students with added resources to address learning	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	material resources that can mitigate learning gaps (technology, books, etc.). **Scope:** Limited to Unduplicated Student Group(s)	gaps. Supporting LI students with this resource if the most effective use of these funds.	
3.4	**Action:** Transportation for Unduplicated Students **Need:** Low income demonstrate higher levels of chronic absenteeism and lower attendance rates. During the 2022-2023 school year: Average Number of Days Absent Per Student: District- 11.8 days LI students- 14.2 days Chronic Absenteeism Rates: District- 20.7% Low Income- 29.7% During attendance meetings with families, we have identified transportation barriers as one root cause for this attendance concern. LI students are more likely to require transportation services because of parents working multiple jobs, lack of reliable vehicles, or limited access to bus routes. **Scope:** Limited to Unduplicated Student Group(s)	Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Average Number of Days Absent Per Student: District- 11.8 days LI students- 14.2 days Chronic Absenteeism Rates: District- 20.7% Low Income- 29.7% Free and reliable transportation can help improve a student's attendance and academic performance.	3.1- Attendance Rates (LI rates and narrowing of achievement gap) 3.2- Chronic Absenteeism Rates (LI rates and narrowing of achievement gap)

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

Additional Concentration Grant Funding

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

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

2024-25 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	104,709,286	7,618,648	7.276%	1.198%	8.474%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$112,821,891.00	$30,413,157.00	$182,665.00	$3,670,671.00	$147,088,384.00	$141,285,382.00	$5,803,002.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Data-Driven Continuous Improvement	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$640,111.00	$171,416.00	$640,111.00	$171,416.00	$0.00	$0.00	$811,527.00	
1	1.2	Communities of Practice	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$250,272.00	$0.00	$250,272.00	$0.00	$0.00	$0.00	$250,272.00	
1	1.3	RTI/ MTSS	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$8,000.00	$0.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	
1	1.4	Intervention Personnel	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,745,543.00	$0.00	$1,320,876.00	$1,392,528.00	$0.00	$32,139.00	$2,745,543.00	
1	1.5	Supplemental Intervention	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$86,778.00	$0.00	$86,778.00	$0.00	$0.00	$86,778.00	
1	1.6	Summer Intervention Programs	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$425,000.00	$0.00	$250,000.00	$125,000.00	$50,000.00	$0.00	$425,000.00	
1	1.7	Summer Library	Low	Income	Yes	LEA-wide	Low Income	Specific Schools: Allen Ave, Ekstrand, Gladstone, Grace Miller, La Verne Heights, Roynon, Oak Mesa, Shull TK-5	Ongoing	$7,744.00	$0.00	$7,744.00	$0.00	$0.00	$0.00	$7,744.00	
1	1.8	Supplemental Programs for Enrichment	All		No				Ongoing	$0.00	$30,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	EL Master Plan	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$12,840.00	$0.00	$12,840.00	$0.00	$0.00	$12,840.00	
1	1.10	EL Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$325,526.00	$0.00	$325,526.00	$0.00	$0.00	$0.00	$325,526.00	
1	1.11	EL Summer Institute	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Allen, Ekstrand, Gladstone, Grace Miller, La Verne Heights, Oak Mesa, Roynon, Shull TK-5	Ongoing	$63,068.00	$0.00	$0.00	$0.00	$0.00	$63,068.00	$63,068.00	
1	1.12	Support for FY and Homeless- Liaisons and Support Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$375,013.00	$25,000.00	$400,013.00	$0.00	$0.00	$0.00	$400,013.00	
1	1.13	CTE Counselor/ Coordinator and Program Supports	All	No				Ongoing	$174,246.00	$25,000.00	$0.00	$199,246.00	$0.00	$0.00	$199,246.00	
1	1.14	CCGI	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.15	Workability	Students with Disabilities	No				Ongoing	$198,191.00	$0.00	$0.00	$0.00	$132,665.00	$65,526.00	$198,191.00	
1	1.16	CHAP CSI	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Chaparral High School 11-12	2024-2027	$163,444.00	$0.00	$0.00	$0.00	$0.00	$163,444.00	$163,444.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.17	Academic Performance: Subgroups	Students with Disabilities	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Staffing	All	No				Ongoing	$119,078,111.00	$0.00	$90,626,848.00	$25,329,910.00	$0.00	$3,121,353.00	$119,078,111.00	
2	2.2	Staffing to Improve Graduation Rates	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Bonita High School, San Dimas High School, Chaparral High School 9-12	Ongoing	$3,336,440.00	$0.00	$3,336,440.00	$0.00	$0.00	$0.00	$3,336,440.00	
2	2.3	Standards-Based Core Materials	All	No				Ongoing	$0.00	$794,683.00	$120,000.00	$674,683.00	$0.00	$0.00	$794,683.00	
2	2.4	Standard-Based Supplemental Materials	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$0.00	$211,884.00	$0.00	$211,884.00	$0.00	$0.00	$211,884.00	
2	2.5	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$79,971.00	$90,000.00	$169,971.00	$0.00	$0.00	$0.00	$169,971.00	
2	2.6	Technology	All	No				Ongoing	$0.00	$184,850.00	$184,850.00	$0.00	$0.00	$0.00	$184,850.00	
2	2.7	Teachers on Special Assignment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$457,387.00	$0.00	$0.00	$281,959.00	$0.00	$175,428.00	$457,387.00	
2	2.8	Induction Program	All	No				Ongoing	$0.00	$150,000.00	$0.00	$150,000.00	$0.00	$0.00	$150,000.00	
2	2.9	Maintain/ Improve Facilities	All	No				Ongoing	$6,999,592.00	$3,760,502.00	$10,760,094.00	$0.00	$0.00	$0.00	$10,760,094.00	
2	2.10	Improve Campus Safety Monitoring	All	No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Co-Curricular, Extracurricular, Enrichment Opportunities	All	No				Ongoing	$1,839,125.00	$84,331.00	$1,923,456.00	$0.00	$0.00	$0.00	$1,923,456.00	
3	3.2	Attendance Communication	All	No				2024-2027	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Incentives for School Attendance	All		No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Transportation for Unduplicated Students	Low	Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-2027	$0.00	$73,967.00	$73,967.00	$0.00	$0.00	$0.00	$73,967.00	
3	3.5	Chronic Absenteeism: Subgroups	All		No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	Positive Behavior Systems	All		No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	SEL Curriculum	All		No				2024-2027	$0.00	$15,113.00	$0.00	$15,113.00	$0.00	$0.00	$15,113.00	
3	3.8	Behavior Technicians	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,036,004.00	$0.00	$1,175,051.00	$836,095.00	$0.00	$24,858.00	$2,036,004.00	
3	3.9	Suspension: Subgroups	Low	Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.10	Foster/ Homeless Youth Support (repeated action 1.12)	Foster	Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.11	Mental Health Services	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,035,952.00	$0.00	$1,175,034.00	$836,063.00	$0.00	$24,855.00	$2,035,952.00	
3	3.12	Care Solace Referral System	All		No				2024-2027	$0.00	$22,000.00	$22,000.00	$0.00	$0.00	$0.00	$22,000.00	
3	3.13	Parent Education Programs	All		No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.14	Parent Communication Systems	All		No				Ongoing	$0.00	$11,638.00	$11,638.00	$0.00	$0.00	$0.00	$11,638.00	
3	3.15	Data Systems for Educational Partner Feedback	All		No				Ongoing	$0.00	$43,000.00	$0.00	$43,000.00	$0.00	$0.00	$43,000.00	
3	3.16	Equity Committee	All		No				Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Data-Driven Continuous Improvement	All		No				2024-2027	$46,642.00	$0.00	$0.00	$46,642.00	$0.00	$0.00	$46,642.00	
4	4.2	Communities of Practice	All		No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.3	Enhance Credit Recovery Program	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.4	Expand course offerings	All	No				2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
104,709,286	7,618,648	7.276%	1.198%	8.474%	$9,133,005.00	0.000%	8.722 %	**Total:**	$9,133,005.00
								LEA-wide Total:	$8,333,499.00
								Limited Total:	$799,506.00
								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**	Data-Driven Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	$640,111.00	
1	**1.2**	Communities of Practice	Yes	LEA-wide	Low Income	All Schools	$250,272.00	
1	**1.3**	RTI/ MTSS	Yes	LEA-wide	Low Income	All Schools	$8,000.00	
1	**1.4**	Intervention Personnel	Yes	LEA-wide	Low Income	All Schools	$1,320,876.00	
1	**1.5**	Supplemental Intervention	Yes	LEA-wide	Low Income	All Schools	$0.00	
1	**1.6**	Summer Intervention Programs	Yes	LEA-wide	Low Income	All Schools	$250,000.00	
1	**1.7**	Summer Library	Yes	LEA-wide	Low Income	Specific Schools: Allen Ave, Ekstrand, Gladstone, Grace Miller, La Verne Heights, Roynon,	$7,744.00	

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 (%)
						Oak Mesa, Shull TK-5		
1	1.9	EL Master Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
1	1.10	EL Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$325,526.00	
1	1.11	EL Summer Institute	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Allen, Ekstrand, Gladstone, Grace Miller, La Verne Heights, Oak Mesa, Roynon, Shull TK-5	$0.00	
1	1.12	Support for FY and Homeless- Liaisons and Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$400,013.00	
1	1.16	CHAP CSI	Yes	Schoolwide	Low Income	Specific Schools: Chaparral High School 11-12	$0.00	
2	2.2	Staffing to Improve Graduation Rates	Yes	LEA-wide	Low Income	Specific Schools: Bonita High School, San Dimas High School, Chaparral High School 9-12	$3,336,440.00	
2	2.4	Standard-Based Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$0.00	
2	2.5	Professional Development	Yes	LEA-wide	Low Income	All Schools	$169,971.00	
2	2.7	Teachers on Special Assignment	Yes	LEA-wide	Low Income	All Schools	$0.00	
3	3.4	Transportation for Unduplicated Students	Yes	Limited to Unduplicated	Low Income	All Schools	$73,967.00	

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)				
3	3.8	Behavior Technicians	Yes	LEA-wide	Low Income	All Schools	$1,175,051.00	
3	3.9	Suspension: Subgroups	Yes	LEA-wide	Low Income	All Schools	$0.00	
3	3.10	Foster/ Homeless Youth Support (repeated action 1.12)	Yes	LEA-wide	Foster Youth	All Schools	$0.00	
3	3.11	Mental Health Services	Yes	LEA-wide	Low Income	All Schools	$1,175,034.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$104,036,777.00	$103,939,323.61

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)
startcollapse					
1	**1.1**	Staffing to improve Graduation Rates	Yes	$3,173,753.00	$3,390,634.34
1	**1.2**	Intervention Personnel	Yes	$2,147,403.00	$2,009,804.00
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	$34,625,005.00	$36,685,467.93
1	**1.5**	Supplemental Summer Intervention/Enrichment	Yes	$0.00	$17,823.96
1	**1.6**	Summer Library Program	Yes	$823.00	$823.00
1	**1.7**	EL Summer Program	Yes	$63,426.00	$77,696.58
1	**1.8**	Supportive Programs/Parent Ed	No	$20,705.00	$23,386.48
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	$670,054.00	$733,359.00
1	1.13	Monitor Academic Growth	No	$335,525.00	$355,321.58
1	1.14	Workability	No	$198,191.00	$198,191.00
1	1.15	Staff Support for ELs	Yes	$279,506.00	$324,119.00
1	1.16	Perkins Funding	No	$55,789.00	$68,652.00
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
2	2.7	Compact Day Planning	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	2.8	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	$15,000.00	$0.00
2	2.11	Chaparral High School (ATSI)/Vista Program	No	$541,012.00	$0.00
3	3.1	1 to 1 Technology	No	$120,000.00	$104,665.14
3	3.2	Maintain and Update Technology	No	$0.00	$0.00
3	3.3	Other Tech Needs	No	$1,125,637.00	$1,177,804.76
3	3.4	Identifying Safety Issues (Repeated Expenditures Goal 3 Action 7)	No	$0.00	$0.00
3	3.5	Tech Supported District	No	$495,000.00	$476,000.00
3	3.6	Retain Highly Qualified Teachers	No	$43,734,855.00	$44,564,047.71
3	3.7	Maintain and Improve Facilities	No	$9,217,447.00	$9,480,706.72
4	4.1	Co-curricular, Extracurricular Enrichment Opportunities for Sites	No	$2,763,961.00	$1,753,898.09
4	4.2	Improve Chronic Absenteeism	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)
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	$864,532.00	$907,910.00
4	4.6	Positive Behavior Interventions	No	$214,581.00	$224,977.00
4	4.7	Behavior Technicians	Yes	$0.00	$0.00
4	4.8	Home Hospital	No	$31,213.00	$45,310.00
4	4.9	Equity Committee	No	$0.00	$0.00
4	4.10	Mental Health Services	Yes	$1,095,200.00	$0.00
4	4.11	TriCity and Care Solace	No	$14,000.00	$20,000.00
5	5.1	Communication Systems	No	$280,000.00	$52,504.64
5	5.2	EL Parent Education Program	Yes	$6,680.00	$8,184.00
5	5.3	AERIES Communication/Parent Square (Repeated Expenditure Goal 5 Action 7)	No	$0.00	$0.00
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

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	5.6	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	$274,000.00	$262,811.71
5	5.8	Survey Systems (Repeated Expenditure Goal 4 Action 1)	No	$0.00	$0.00
5	5.9	Educational Partner Input	No	$0.00	$0.00
6	6.1	Standards-Based Materials/Training	No	$174,159.00	$197,269.84
6	6.2	Staff Development: Contracted Trainers/Trainings	No	$103,800.00	$174,414.85
6	6.3	Intervention Materials and Professional Development	Yes	$623,274.00	$100,673.46
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	$655,017.00	$459,510.01
6	6.6	Technology/software for Unduplicated Populations	Yes	$45,229.00	$43,356.81
6	6.7	Induction Program Contract	No	$72,000.00	$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual 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)
[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
$7,689,432	$8,314,826.00	$6,881,027.15	$1,433,798.85	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.1	Staffing to improve Graduation Rates	Yes	$3,173,753.00	$3,390,634.34		
1	1.2	Intervention Personnel	Yes	$2,147,403.00	$2,009,804.00		
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	$0.00	$17823.96		
1	1.6	Summer Library Program	Yes	$823.00	$823.00		
1	1.7	EL Summer Program	Yes	$63,426.00	$77,698.58		
1	1.15	Staff Support for ELs	Yes	$279,506.00	$324,119.00		
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		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	Internet Hotspots	Yes	$15,000.00	$0.00		
4	4.5	Foster/Homeless Support	Yes	$864,532.00	$907,910.00		
4	4.7	Behavior Technicians	Yes	$0.00	$0.00		
4	4.10	Mental Health Services	Yes	$1,095,200.00	$0.00		
5	5.2	EL Parent Education Program	Yes	$6,680.00	$8,184.00		
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	$623,274.00	$100,673.46		
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	$45,229.00	$43,356.81		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$103,939,325	$7,689,432	.42%	7.818%	$6,881,027.15	0.000%	6.620%	$1,244,950.02	1.198%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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

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

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

  - o Professional development for teachers.

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

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

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

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

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

Total Planned Expenditures Table

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

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

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

   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)**

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

Contributing Actions Annual Update Table

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

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

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

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

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

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

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

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

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	Standard Met 2022 Local Indicator - CA Dashboard. For the 2022 year, 100% of the Bonita Unified School District's students had full access to a broad course of study. Bonita made use of several tools to measure access to the broad course of study. Tools used were Aeries, Illuminate, and an auditing tool for high school A-G course completion.	Standard Met 2023. For the 2023 year, 100% of the Bonita Unified School District's students had full access to a broad course of study. Bonita made use of several tools to measure access to the broad course of study. Tools used were Aeries, Illuminate, and an auditing tool for high school A-G course completion.	Maintain Standard Met 2023-2024 Local Indicator - CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of graduates College and Career Ready	63.7% 19-20 CA Dashboard College and Career Measures	63.3% A-G down from 84.2% 2020 College/Career Measures Only Report & Data - 2021 CCI not reported due to pandemic	63.2% A-G 21-22 4-year Adjusted Cohort Grad. Dataquest - 2022 CCI not reported	65.7% 2022-23 CA Dashboard College and Career Measures	Improve to 68.7% 2023-24 CA Dashboard College and Career Measures
Percent of Foster Youth graduates College and Career Ready	3.6% 19-20 CA Dashboard College and Career Measures	23.1% A-G up from 0% in 2020 College/Career Measures Only Report & Data - 2021 CCI not reported due to pandemic	20.0% A-G 21-22 4-year Adjusted Cohort Grad. Dataquest - 2022 CCI not reported	23.5% 2022-23 CA Dashboard College and Career Measures	Improve to 15% 2023-24 CA Dashboard College and Career Measures
Percent of SED graduates College and Career Ready	49.3% 19-20 CA Dashboard College and Career Measures	51.3% A-G down from 76.8% in 2020 College/Career Measures Only Report & Data - 2021 CCI not reported due to pandemic	51.7% A-G 21-22 4-year Adjusted Cohort Grad. Dataquest - 2022 CCI not reported	54.7% 2022-23 CA Dashboard College and Career Measures	Improve to over 55% 2023-24 CA Dashboard College and Career Measures
Completion of A-G requirements by graduates	55.13% 19-20 CALPADS 15.2	63.3% College/Career Measures Only Report & Data - 2021 2021 CCI not reported due to pandemic	63.2% A-G 21-22 4-year Adjusted Cohort Grad. Dataquest - 2022 CCI not reported	64.9% A-G 2022-23 CALPADS 15.2	Improve to 60% 2023-24 CALPADS 15.2
Completion of CTE pathways by prepared graduates	22.5% 19-20	10.2% Completed a-g Requirements AND at	17% of graduates Completed a-g requirements AND at	13.1% of graduates Completed a-g requirements AND at	Improve to over 25% 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CA Dashboard College and Career Measures	Least One CTE Pathway 20-21 College/Career Measures Only Report & Data - 2021 2021 CCI not reported due to pandemic	least one CTE pathway. 2021-22 - CALPADS Accountability & Monitoring Reports 15.1 – Counts and Rates. Filtered for CTE Completer (Y) for the 2021-2022 school year.	least one CTE pathway. 2022-23 CA Dashboard College and Career Measures	CA Dashboard College and Career Measures
Number of CTE pathways offered students	9 in 19-20 District Audit	21 Pathways in 21-22 (error; incorrectly reported) District Audit (Last year was 11 pathways)	12 Pathways in 22-23	12 Pathways in 2023-24	10 or more 2023-24 District Audit
Number of students who take AP tests	915 in 19-20 DATAQUEST	900 in 20-21 DATAQUEST	769 in 21-22 Data pulled from College Board, state no longer reports this data out.	1244 in 2022-23 Data pulled from College Board, state no longer reports this data out.	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	65.38% in 21-22 Data pulled from College Board, state no longer reports this data out.	69% in 2022-23 Data pulled from College Board, state no longer reports this data out.	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	12.21% Preliminary 4/6/23 22-23 Local Data	11.8% 2022-23 Local Data	Maintain rate of 20-25% 2023-24 Local Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress toward ELP as measured by students increasing one or more ELPI levels or maintaining the ELP criterion, (Level 4 on the ELPAC)	41.4% 19-20 CA Dashboard	34.6% 20-21 Local Data	47.2% 21-22 CA Dashboard	46.2% 2022-23 CA Dashboard	Move to next performance band of 45% to 55% 2023-24 CA Dashboard
Percent of students prepared for college by the EAP (ELA/Math CAASPP score of 3 or higher)	78.2% of 11th graders on the ELA/EAP., 48.7% of 11th graders on the Math/EAP 18-19 https://caaspp-elpac.cde.ca.gov/ Smarter Balanced Assessment Results	Not available - use A-G data above. 63.3% A-G 20-21 College/Career Measures Only	80.06% of 11th graders on the ELA/EAP., 51.52% of 11th graders on the Math/EAP 21-22 https://caaspp-elpac.cde.ca.gov/ Smarter Balanced Assessment Results	78.6% of 11th graders on the ELA/EAP., 51.63% of 11th graders on the Math/EAP 2022-23 https://caaspp-elpac.cde.ca.gov/ Smarter Balanced Assessment Results	Increase 5 percentage points for both ELA and Math over the 3 years 2023-24 https://caaspp-elpac.cde.ca.gov/ Smarter Balanced Assessment Results
CAASPP ELA Proficiency	70.44% Met/Exceeded Standards 18-19 DataQuest -CAASPP Test Results	Not available - see local STAR data below	68.13% Met/Exceeded Standard CAASPP Test Results 2021-22	71.78% Met/Exceeded Standard CAASPP Test Results 2022-23	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	Grades 3,4,5: 73 % proficient, Grades 6,7,8,11: 49% proficient End of 22-23 STAR Reading	Grades 3,4,5: 75% proficient, Grades 6,7,8,11: Not Available Mid-Year of 23-24 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	Not available - see local STAR data below	53.53% Met/Exceeded	57.86%	70% Met/Exceeded Standards 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DataQuest -CAASPP Test Results		Standard CAASPP Test Results 2021-22	Met/Exceeded Standard CAASPP Test Results 2022-23	DataQuest -CAASPP Test Results
STAR Math Proficiency Grades 3,4,5 and 6,7,8,11	Grades 3,4,5, 72% proficient, Grade 6,7,8,11 67% 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	Grades 3,4,5: 83% Proficient Grades 6,7,8,11: 59% Proficient End of Year 22-23 STAR Math	Grades 3,4,5: 84% Proficient Grades 6,7,8,11: Not Available Mid-Year 23-24 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	40.30% Met/Exceeded Standards 21-22 CAST Test Results (Grades 5,8 & 12	44.38% Met/Exceeded Standards 2022-23 CAST Test Results (Grades 5,8 & 12	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	87.93% End of Semester 1 Grade C or above Aeries Data- Secondary Schools	90.23% End of Semester 1 Grade 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	64 graduates were a-g and CTE qualified 2022 CALPADS Fall 1.CALPADS Accountability & Monitoring Reports 15.1 – Counts and Rates. Filtered for CTE Completer (Y) and UC/CSU	100 graduates were a-g and CTE qualified 2023 CALPADS Fall 1.CALPADS Accountability & Monitoring Reports 15.1 – Counts and Rates. Filtered for CTE Completer (Y) and UC/CSU	Over 50 Graduates a-g and CTE qualfied 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Requirements Met (Y) for 2021-2022 school year	Requirements Met (Y) for 2022-2023 school year	

Goal Analysis

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

1.) The overall implementation of the 16 actions for Goal 1: All 16 actions were implemented as described.

2.) The most successful actions for this goal were:
Action 1.1 Staffing to improve graduation rates. High school counseling staff time was reallocated to allow counselors to focus on providing opportunities for exposure to college and career pathways. A district Community College and Career Resource Night was held with over 104 universities, community colleges, careers, and trades represented. A CTE Advisory Meeting was convened to connect local business owners and industry with CTE teachers to give insight into relevant skills and certifications to make BUSD students workforce ready.
Actions 1.2, 1.9, and 1.13- Intervention Personnel, Data Analysis of Needs, and Monitoring Academic Growth. Expanded intervention teams in elementary and more sections in secondary supported students to rebound from academic losses. CAASPP data indicate that overall, students demonstrate achievement that meets or exceeds pre-pandemic levels.
The measurements related to Action 1.1, Staffing to improve Graduation Rates, show that emphasis on secondary school counseling has helped improve the overall graduate completion rate with A-G requirements from 63.3% in 20-21 to 64.9% in 22-23.
Action 1.3 Foster Youth Liaisons, overseen by district social workers, helped increase the percent of Foster Youth who were A-G ready from 0% to 23.5% in 2023. In 21-22 we added 9 Foster Youth Liaison interns. The intern program will continue with an emphasis on A-G completion for Foster Youth.
Action 1. 4 Retain High-Quality School Support. All non-substitute positions were filled with high-quality staff members, and substitute pools stabilized over the three year period. Support and training continue to ensure they are prepared to meet student needs.
Actions 1.5 and 1.7- Supplemental Summer Intervention/Enrichment and EL Summer Program. Programs were offered each year with refinements to support all students. This program increased the number of students served and also added extension/ enrichment through the addition of LEGO education resources.
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 through expanded use of Zoom for conferences and parent programs.
Action 1.10 Improve CTE Course alignment and increase CTE pathways. The district has increased pathways from 9 in the 19-20 to 11 pathways in 21-22 and 12 pathways in 22-23.

Action 1.11 Increase CTE Certification. Using both CTEIG funds and Perkins funds to assist with the cost of industry certifications, having students receive industry-recognized certifications in each of our CTE classes has become a priority. At our district CTE Advisory Committee meeting, a comprehensive list of CTE certifications by industry sector was generated using input from local industry partners.
Action 1.12 Highly Qualified CTE Teachers. BUSD has hired highly qualified and very talented CTE teachers. BUSD CTE programs have been recognized at several board meetings for their students' performances at local and state competitions i.e. culinary skills. Several programs have gone on to compete in national competitions (Culinary, Athletic Training). Some of this success was related to additional Perkins funding.

3) The most challenging aspects of our implementation of these actions have been:
Action 1.8 Supportive Programs/Parent Ed. BUSD continued to offer robust parent engagement opportunities. We continue to look for ways to improve parent participation in educational opportunities and will use feedback from partners to shift content and delivery.
Action 1.15 - Staff Support for ELs. All positions related to our EL program were filled. However, the EL reclassification rate has not recovered since the pandemic. The number of students making progress toward English proficiency has increased.

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%) between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Actions 1.5 and 1.7: Supplemental Summer Intervention/ Enrichment and the EL Summer Program- additional funds were spent to increase the number of students served ($14,270.58) and also to add LEGO education enrichment resources ($17,823.96).
Action 1.16: Additional funding was available through Perkins Funding ($12,863.00), which allowed further expansion of CTE programs.

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

Goal 1 metrics were 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 many 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 1.16 Perkins Funding aided in supporting CTE courses for students. Results from these three measures show that there was access to a broad course of study, the number of students A-G and CTE College and Career Ready continue to make incremental gains despite a state-wide decline, and the number of students receiving industry recognized certifications increased.

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. The retention of Foster Youth Liaison interns will continue the efforts to increase 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 many 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, Action 1.11 Increase the CTE Certification and Action 1.13 Monitoring Academic Growth also play an important role in staff accessing data to monitor SED Youth needs. Analysis of results of this measure indicate that while BUSD's focus on equity and access more work must be done to improve access to specific data around SED students and 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 many 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, despite a state-wide decline in this area, BUSD data remained stable and/or improved slightly.

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 12. An additional positive result is that College and Career Ready students as measured by A-G and CTE qualification more than doubled during the three year LCAP cycle, from 45 to 100.

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 counselors to guide students into taking AP courses and Action 1.5

Supplemental Summer Programs which allows students to take some course requirements in summer (with a particular focus on A-G courses) 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 both the number of students taking AP exams and the percentage of students achieving a passing score have improved.

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 shown mixed results. EL reclassification rate has not recovered to pre-pandemic levels. However, the number of students who demonstrated growth on the ELPAC improved and has exceeded 2019/2020 levels. We will continue to provide the added supports that have contributed to this improvement. Action 1.7, the Summer EL program, supports these measures and saw significantly more students participating. 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.

Measures that demonstrate academic growth were once again reported using CAASPP ELA and Math Proficiency. Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth were effective in improving the percentage of students prepared for college over pre-pandemic measures. These efforts will continue to meet the target goal of 5% increase in both EAP readiness measures by the 2023-2024 school year. CAASPP ELA and Math Proficiency in grades 3,4,5 and 6,7, 8, 11 were also supported by Actions 1.9 Data Analysis and 1.13 Monitoring Academic Growth, and the return to disaggregated measures allowed schools to identify subgroup needs. CAASPP measures indicate that overall performance for students in ELA has rebounded and exceeded pre-pandemic levels. In Math, overall performance has continued to improve and is within 2% of pre-pandemic results. Subgroup performance has not recovered at the same rate. This information was used to inform Actions 1.2 Intervention Personnel, which targeted gaps in standards mastery. Disaggregated data were also used to identify potential barriers to achievement for students in targeted subgroups.

Student achievement continued to improve and returned to pre-pandemic levels, although targets established before school closure were not met. We are encouraged by our rates of growth that exceed statewide and neighbor performance, but more work is needed to reach our district goal of 80% of students proficient in ELA and 70% of students proficient in math. Action 1.2 Intervention Personnel were used at secondary to add additional sections in the master schedule to provide targeted instruction on essential standards in math as an additional support section in a students' schedule. In elementary schools, full staffing supported student progress, and professional development was prioritized for these personnel.

The two measures, California Science Test Proficiency Test Results, and Science 2nd semester/3rd trimester pass rates - The first measure shows that our CAST performance has exceeded pre-pandemic levels, the second showed an increase in pass rates in science courses. New materials were purchased and teachers have worked hard to implement new programs, particularly relative to NGSS instruction. 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.

Several accountability measures were suspended during the 2020-2021 school year because of school closures and alternate measures were reported in year two of this document. Standard accountability measures were reported again as they were available. In many cases, student academic progress has returned to pre-pandemic levels or have made gains that demonstrate they are rebounding from low levels observed during the pandemic closure.

Based on our analysis of the effectiveness of Goal # 1, BUSD has made the following adjustments/changes to the (goal, metrics, desired outcomes, and actions):
Measures of College and Career Readiness were reported using 4 years adjusted cohort grad from Dataquest because they were not reported on the California Dashboard
Measures of Completion of CTE pathways by prepared graduates who completed A-G requirements AND at least one CTE pathway was reported using 2021-22 EOY CALPADS 1.23 and 3.20 because they were not reported on the California Dashboard. It was discovered during this year's goal analysis that the number of CTE Pathways was incorrectly reported in 21-22 as 21, the actual number was 11.
The number of students taking AP exams and passing rates were reported from College Board Data because these were not reported in Dataquest.
EL students' reclassification rates were reported using local data (reclassification eligibility and parent notification documents). 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) was reported using CAASPP scores after being reported with local measures during the 20-21
ELA, Math, and Science achievements were reported using CAASPP scores after being reported with local assessments during the pandemic.

Metrics that have demonstrated improvement but did not meet their targets included: Percent of Graduates College and Career Ready, Completion of CTE Pathways by Prepared Graduates, did not meet it's target, incremental progress was made, and we believe that the prescribed actions will continue to support progress. Likewise, the percentage of SED students who were college and career ready improved by 5.4 % and narrowly missed the the target by .3%

Although the metrics related to student proficiency on CAASPP (ELA, Math, CAST, and EAP) and local ELA/ Math proficiency measures did not meet their targets, we are encouraged by the progress which has, in most cases, mitigated learning loss and returned student achievement to pre-pandemic levels. More work is needed in these areas, but we believe that our actions will continue to support this progress and will continue them in the next three year LCAP cycle. Similarly, the percentage of SED graduates that are career and college ready and the percentage of students prepared for college by the EAP, did not meet their target, but steady progress indicated that the actions and goals are addressing the areas of need.

Actions will be revised to better support the following goals during the next three year LCAP cycle:
CTE Support Actions- 1.1, 1.4, 1.10, 1.11, 1.16- Each of these actions promoted growth and progress was evident. However, we believe that a more coordinated approach to CTE initiatives will support this work, and we have identified a strong need for systemic and cultural shifts in our community mindset on career and college readiness. These goals will be revised to reflect this coordination, and the next LCAP will reflect a CTE goal includes the dedicated coordinator and the related program supports to improve our CTE program across campuses.

EL Support Actions- 1.7, 1.15- English learner progress has been mixed, and while individual initiatives have shown progress, we similarly believe that more work is needed to coordinate these efforts. Action 1.7, EL Summer Program, will continued, but will require greater coordination with Actions 1.9 and 1.13 (data analysis and monitoring growth) to ensure that the program yields positive growth for students. Action 1.15, Staff Support for ELs, will prioritize professional development to support personnel. These ineffective actions will be part of the EL Mater Plan, which will coordinate these efforts and develop a timeline for needs assessment, professional development, instructional materials, and data monitoring.

Parent Programs- Action 1.8, Supportive Programs/ Parent Programs- Supportive programs for students are a high priority for educational partners and will remain as an area of focus for BUSD. However, data demonstrate parent education programs are reaching fewer parents. We will work with families to determine how these programs can be adjusted to provide greater benefit to families. The next LCAP will move this action into a goal that prioritizes engagement and involvement (goal 3). It will be driven by educational partner feedback and will include pilot programs to monitor for effectiveness.

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

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	Foster Youth average score 73.3 points below standard 2022 CA Dashboard	Foster Youth average score 141.6 points below standard 2023 CA Dashboard	close gap by 10 2023-24 CA Dashboard
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	Homeless average score 75.6 points below standard 2022 CA Dashboard	Homeless average score 53.7 points below standard 2023 CA Dashboard	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	English Learners 4.6 points above standard 2022 CA Dashboard	English Learners 3.4 points above standard 2023 CA Dashboard	maintain or improve above standard 2023-24 CA Dashboard
CAASPP ELA - or STAR Reading	Students w/ Disabilites	Students With Disabilities were 23%	Students with Disabilities average	Students with Disabilities average	close gap by 10 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students w/Disabilities	48.5 below standard 2019 CA Dashboard	proficient on STAR Reading 2021-22	score 57.5 points below standard 2022 CA Dashboard	score 59.2 points below standard 2023 CA Dashboard	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	Foster Youth average score 121.4 points below standard 2022 CA Dashboard	Foster Youth average score 182.9 points below standard 2023 CA Dashboard	close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math, Homeless	Homeless average score 61.5 below standard 2019 CA Dashboard	Homeless Students were 27% proficient on STAR Math 2021-22	Homeless average score 99.5 points below standard 2022 CA Dashboard	Homeless average score 91.1 points below standard 2023 CA Dashboard	close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math English Learners	Academic Indicator English Learners average score 5.5 below standard 2019 CA Dashboard	English Learners were 50% proficient on STAR Math 2021-22	English Learners average score 19.2 points above standard 2022 CA Dashboard	English Learners average score 14 points below standard 2023 CA Dashboard	close gap to standard 2023-24 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	Students with Disabilities average score 88.1 points below standard 2022 CA Dashboard	Students with Disabilities average score 91.4 points below standard 2023 CA Dashboard	close gap by 10 2023-24 CA Dashboard
CAASPP MATH - or STAR Math African American	Academic Indicator African American	African American students were 55%	African American average score 44.4 below standard	African American average score 48.1 below standard	close gap by 10 2023-24 CA Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	average score 15.5 below standard 2019 CA Dashboard	proficient on STAR Math 2021-22	2022 CA Dashboard	2023 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	Hispanic average score 16.3 below standard 2022 CA Dashboard	Hispanic average score 7.8 below standard 2023 CA Dashboard	close to standard or higher 2023-24 CA Dashboard
CAASPP MATH - or STAR Math CA Dashboard Academic Indicator Economically Disadvantaged Students	Academic Indicator Economically Disadvantaged Students average score 12.7 below standard 2019 CA Dashboard 2019	Economically Disadvantaged Students 58% proficient on STAR Math 2021-22	Economically Disadvantaged average score 23.8 below standard 2022 CA Dashboard	Economically Disadvantaged average score 17.7 below standard 2023 CA Dashboard	close gap by 10 2023-24 CA Dashboard

Goal Analysis

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

1) The overall implementation of these actions for:
10 of 11 actions were implemented fully
1 of 11 actions were implemented partially: SWD Math Improvement- this initiative began but was tabled because of staff turnover. This project will resume following district-wide efforts to address equity and access for math achievement with support from the revised California Mathematics Framework, district math adoption, and related professional development.
2) The most successful aspects of our implementation of these actions have been:
Action 2.1 Data driven Interventions continued to help teachers and support staff to reduce achievement gaps that widened during the COVID pandemic. District and school teams continued to identify and align formative data sets to support student needs at all grade levels.

Action 2.2 Support Foster and Homeless Students. Foster Liaisons continued to work with BCBAs, counselors, and mental health specialists to share SEL resources to support students. Additional social work interns provided more support at each school site.
Action 2.7 Compact Day Planning- A return to in-person planning time allowed for increased rigor, focus, and efficiency of these meetings.
Action 2.8 Focus Groups and Secondary Departments- Focus groups and secondary departments realigned their work to essential standards for all subjects and grades. The return to this emphasis precipitated instructional improvements that were observed across classrooms and school campuses, including prioritized instruction, a greater focus on rigor/ mastery, and benchmarks to monitor student progress.
Action 2.10 Internet Hotspots These continued to be available, but the need waned.
Action 2.11 Chaparral High School/ Vista Program- CSI- CSI funds were used to improve student progress, reduce suspension rates, and increase mental health supports. As a result, data indicate that Chaparral no longer met CSI school criteria for ther 2023-2024 school year.

3) The most challenging aspects of our implementation of these actions have been:
Action 2.3 SWD Math Improvement- Incremental progress was made in supporting staff in their capacity to implement assistive technology and support student accommodations in both classwork and assessment. However, staff turnover has impeded the larger goal, with repeated training needed. This project will resume following district-wide efforts to address equity and access for math achievement with support from the revised California Mathematics Framework, district math adoption, and related professional development.
Action 2.4 SPED Staffing SWD- Although fully staffed, we continue to support the professional development of special education staff with less experience relative to their general education peers.
Action 2.6 Disaggregated Data- Disaggregated data was again available, which allowed for the close analysis of equity gaps. However, results from CAASPP data demonstrated that equity gaps persist among student groups. We will continue to provide professional development and resources to support achievement for these groups.

4) There were no planned actions that differed substantively from how they were 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 were two material differences (20% or more) between the Budgeted Expenditures and the Estimated Actual Expenditures:
Action 2.10: Internet Hotspots were provided as planned using ESSER funds in lieu of planned funding ($15,000)
Action 2.11: CSI programs for Chaparral were continued using ESSER funds in lieu of planned funding ($541,012)

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

Overall performance for students in ELA has rebounded and exceeded pre-pandemic levels. In Math, overall performance has continued to improve and is within 2% of pre-pandemic results. However, student subgroups continued to lag behind overall performance. In some cases incremental progress has been made, but other areas have demonstrated mixed results. The specific actions that will continue to support our

students to make academic progress, both district-wide and for subgroups, are Action 2.1, Data Driven Interventions, Action 2.6 Disaggregated Data, Action 2.7 Compact Day Planning and Action 2.8 Focus Groups. This year, focus groups have continued to meet and reinforce support for instruction that prioritizes district essential standards in ELA and Math and identify best practices for supporting student mastery of these standards. These actions also supported our work to target learning loss and provide intervention for students who are not yet proficient.

Action 2.2 Support for Foster and Homeless Youth was most successful in improving attendance, but not academic performance of Foster Youth. Feedback from liaisons has led the district to consider a restructuring plan for more consistency of services to these students. We continue to look for ways to restructure case loads and combine resources.

Action 2.3 provided planning for SPED Math support, including training for the implementation of assistive technology and to support accommodations in both classwork and assessment. At the same time, there was staff turnover, so training had to be repeated for new staff and could not advance to the deeper needs that must be addressed for instructional improvement. During this time, the revised California Mathematics Framework has been introduced and elementary teachers embarked on the math adoption process throughout the school year. We are encouraged by the framework resources for equity, access, and differentiation, and we believe that the new adoption will support the shift to more inclusive math programs for all.

Action 2.4 supported special education staffing, but labor market instability contributed to turnover in these positions. We began the 2023-2024 school year with greater staffing and reduced case loads, but the increase in identified students quickly yielded higher case loads once again. We are analyzing more systemic resources to address this concern.

EL Staff Development, Action 2.5, was able to resume this year, and resulted in mixed progress. EL reclassification rate has not recovered and declined over the prior year. However, the number of students who demonstrated growth on the ELPAC improved and has exceeded 2019/2020 levels.

Action 2.9 was effective as the administrative equity meetings resulted in administrators continuing to implement actions to address equity gaps and sharing successful practices with colleagues across the district. Administrators developed specific equity goals for their schools and their progress was monitored throughout the school year. The district equity committee has used survey data to identify areas of need and is becoming more oriented toward specific actions that will support student groups. This group met this year and developed a plan for restructuring in the 2024-2025 school year.

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 were used successfully to implement the CSI plan for Chaparral High School. Specific evaluation of the program will continue as outlined in the CSI plan. The planned improvements resulted in decreased suspension and increased graduation rate, and Chaparral High School met criteria to exit CSI during the 2023-2024 school year. Support will continue at the current level to ensure that plan implementation continues-- suspension will decline or remain at the current level and graduation rate will maintain or exceed the current level.

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):

Several accountability measures were suspended during the 2020-2021 school year because of school closures and alternate measures were reported in year two of this document. Standard accountability measures were reported again as they were available. In many cases, student academic progress has returned to pre-pandemic levels.

In some cases, identified actions did not lead to goal attainment, but incremental gains were made and it is believed that continued work will support BUSD to narrow and close achievement gaps:
Actions 2.1 (Data Driven interventions), 2.6 (Disaggregated Data), and 2.7 (Compact Day Planning) - we are encouraged by increased data proficiency and a greater emphasis on progress monitoring that is evident in our schools. We will continue this goal with additional support for strategies to address the needs of groups for whom achievement gaps persist.
Action 2.4- SPED Staffing- Substantial effort was made to lower caseloads and increase staffing, but this was accompanied by a drastic increase in the number of students who have been identified with special needs. While we have addressed a portion of the concern, the increased need overwhelmed these efforts.
Action 2.8- Curriculum Focus Group/ Departments- Focus group work has yielded strong support for teacher leadership among those who participate. However, these groups will benefit from a continued focus on data driven instructional improvement. In addition, more effort will be made to expand the reach of these groups by increasing their size and ensuring representation from all schools and grade levels.
Action 2.9- Equity Committee- This committee has potential but more work will be done to create an action orientation and unified goals to target achievement gap needs.
Action 2.11- Chaparral CSI- The alternative school program exited CSI based on graduation rate indicators, but will continue to be an area of need due to low academic performance.

Actions will be revised to better support the following goals during the next three year LCAP cycle:
2.2 Support for Foster and Homeless- This action targeted improvement through site plan goals, which are updated annually. We believe that a more responsive approach is needed, given the transiency of foster and homeless populations. In the next LCAP, we will use district liaisons to target root causes and support families in a more rapid manner with basic needs.
2.3 SWD Math Improvement- The need for improvement persists, but will be better addressed through the lens of systemwide equity efforts, which will be nested into professional development around the revised California Mathematics Framework and new math adoption in elementary schools. We intend to address math for students with disabilities within the larger context of professional development for all teachers, rather than isolating this group.
2.5 EL Staff Development- More work is needed to support the professional development of staff who work with English learners. To increase alignment with essential standards, oversight for these programs will be transferred to specialized personnel in curriculum and instruction, which will allow us to better address the needs of elementary, secondary, and LTEL students. The new LCAP will include a goal which reflects the development of a master plan for English learners that includes these components.

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

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	Fall 2022 - 99% Census Day 2022 CALPADS 4.1 Staffing 2022, 4.3 Assignments	Fall 2023 - 100% Census Day 2023 CALPADS 4.1 Staffing 2023, 4.3 Assignments	100% Fully Credentialed and Appropriately Assigned Teachers 2023 CALPADS 4.1 Staffing, 4.3 Assignments
Teachers of English Learners will be appropriately credentialed	100% Fall 2020 District Audit	100% Fall 2021 District Audit	100% Fall 2022 District Audit	100% Fall 2023 District Audit	Maintain 100% Fall 2023 District Audit
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)	100% Fall 2022 Measured by Facility Inspection Tool (FIT) Local Indicator (FIT)	100% Fall 2023 Measured by Facility Inspection Tool (FIT) Local Indicator (FIT)	Maintain 100% Fall 2023 Measured by Facility Inspection Tool (FIT) Local Indicator (FIT)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain 1 to 1 Student to Device Ratio	100% Fall 2020/Spring 2021 District Audit	100% Fall 2021/Spring 2022 District Audit	100% Fall 2022/Spring 2023 District Audit	100% Fall 2023 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	2023 West Ed Survey 93% agree or strongly agree	2024 West Ed Survey 92% 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	2023 West Ed Survey 98% agree of strongly agree	2024 West Ed Survey 86% 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	2023 West Ed Survey 88% agree or strongly agree	2024 West Ed Survey 91% 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%	Fall 2022 - Panorama Survey Elem 75% MS 68% HS 66%	Fall 2023 - Panorama Survey Elem 74% MS 63% HS 67%	Improve over the Baseline, or maintain over 90% Panorama Survey Question

Goal Analysis

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

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

1) The overall implementation of these actions for:
All of the actions in goal 3 were implemented fully

2) The most successful aspects of our implementation of these actions have been:
Action 3.1 - 1 to 1 technology was maintained for 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 - with data as the driver, teachers have drastically expanded their use of programs like IXL to diagnose individual student need and provide adaptive standards-based practice. All secondary schools implemented Common Lit for it's capacity to support struggling readers, limited English proficient while remaining standards driven. The internal benchmarks in Common Lit will be provide data for progress monitoring.
Action 3.4 - Identifying Safety Issues -In support of the BCA reopening and its new manager we held an in-service with Climatec HVAC. Climatec got the manager up to speed with the computer controls. They also went through all the HVAC systems and repaired any items that were not working. We also recertified the safety and fire alarms on the elevator and wheelchair lift. The BCA also hosted all our safety trainings: heat (temperature ranges for safe activities), lifting, slip and falls and ladder safety for district staff. Regular site maintenance included updated roofing, fencing, updated ADA play equipment and leak and water damage repairs.
Action 3.5 - Tech Supported District - With full roll-out of 1:1 devices funds were spent on computer repairs and refreshment and installation of additional tech to conference rooms for enhanced professional development to support instructional programs
Action 3.6 - Retain highly Qualified Teachers - All teaching positions were filled with 100% appropriately assigned staff. Substitute positions are regularly filled at the certificated level.
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:
Action 3. 6 - Retain Highly Qualified Teachers - While certificated substitutes are readily available in most cases, the need for paraeducators and school age care staff to substitute in those positions has persisted. Increased pay rates have reduced, but not eliminated the problem.

4) There were no planned actions that differed substantively from how they were 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 were no material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for this goal.

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

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 for full-time teaching staff and substitutes for teaching staff. The district took measures to aggressively recruit teaching staff, resulting in full staffing for full-time positions.

Teachers of English Learners will be appropriately credentialed: This is supported by Action 3.6 and the measure was partially met. Improved pay rates and aggressive recruitment were implemented in this area. Teaching positions were staffed at 100% but finding and retaining full staff to support EL programs was challenging. Human Resources increased its recruiting process and matched pay raises to local levels to address the need for support staff and support staff substitutes.

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 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 COVID monies.

Mixed results were demonstrated for the four measures related to school safety; some survey results show rebound from closure levels, while other declines persisted. Because survey results show that there is an increase in concerns for safety from both parents and students, BUSD staff has probed this concern with advisory groups and other educational partners. While there is a general feeling that school safety has declined, parents do not report that they feel BUSD schools are specifically unsafe. More work is needed to address the pervasive concern that is present in society at large, specifically as it applies to our local community and schools. We will continue to look for ways to address this, along with the related concerns for student wellness. BUSD will also continue to support this effort through Action 3.4 (Identifying Safety Issues), and 3.7 (Maintain and Improve Facilities).

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):
When reviewing the specific actions for this goal, they were effective as written and implemented. However, the metrics demonstrate that the delineated actions did not result in a unilateral improvement in perceptions. We will continue to identify areas for improvement, and the new LCAP will reflect additional action in school safety (improved campus safety monitoring) as well as student behavior (multi-tiered systems and positive behavior support).

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

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)	24.6% on 2022 CA Dashboard	20.7% on 2023 CA Dashboard	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	93.32% 22-23 Aeries Data - ADA Summary Report	94.72% 23-24 Aeries Data- ADA Summary Report	Maintain or improve above 96% 2023-23 Aeries Data
Graduation Rate	95.3% 2020 CA Dashboard	95.6% 2021 CA Dashboard Additional Report - Graduation Rate	96.7% on 2022 CA Dashboard	95.8% on 2023 CA Dashboard	Maintain or improve above 95% 2023-24 CA Dashboard
Suspension Rate	3.8% in 2019 CA Dashboard	0.17% in 2021-2022 Aeries Data	2.5% on 2022 CA Dashboard	2.8% on 2023 CA Dashboard	Decrease to under 2% 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					CA Dashboard
SWD Suspension Rate	8.3% in 2019 CA Dashboard	0.37% in 2021-2022 Aeries Data	5.9% on 2022 CA Dashboard	6.5% on 2023 CA Dashboard	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	22.4% on 2022 CA Dashboard	19.6% on 2023 CA Dashboard	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	6 in 21-22 CALPADS 7.10 incident count	3 in 2022-23 CALPADS 7.10 incident count	Maintain below 10 2023-24 CALPADS 7.10 incident count
Dropout - High School	16 in 19-20 CALPADS 1.14 count	13 Students in 20-21 CALPADS 1.14	9 Students in 21-22 CALPADS 1.24	9 Students in 2022-23 CALPADS 1.24	Maintain at or below 15 in BUSD and NPS 2023-24 CALPADS 1.24 count
Dropout - Middle School	3 in 19-20 CALPADS 1.14 count	0 in 20-21 CALPADS 1.14	0 in 21-22 CALPADS 1.24	0 in 2022-23 CALPADS 1.24	0 2023-24 CALPADS 1.24 count
Grades 3-5 School Connectedness	Grades 3-5 Fall 2020 School Climate 78% Sense of Belonging 75% Student Engagement 72% Panorama Survey	Grades 3-5 Fall 2021: School Climate 68% Sense of Belonging 69% Student Engagement 74% Panorama Survey	Grades 3-5 Fall 2022: School Climate 66% Sense of Belonging 71% Student Engagement - not reported Panorama Survey	Grades 3-5 Fall 2023: School Climate 64% Sense of Belonging 72% Student Engagement - not reported Panorama Survey	Grades 3-5 Fall 2023 School Climate 80% Sense of Belonging 80% Student Engagement 75% Panorama Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 6-8 School Connectedness	Grades 6-8 Fall 2020 Student Engagement 52% Sense of Belonging 48% Panorama Survey	Grades 6-8 Fall 2021: School Climate: 50% Sense of Belonging 42% Panorama Survey	Grades 6-8 Fall 2022: School Climate: 49% Sense of Belonging: 45% Panorama Survey	Grades 6-8 Fall 2023: School Climate: 45% 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 2022: School Climate: 41% Sense of Belonging 35% Panorama Survey	Grades 9-12 Fall 2023: School Climate: 43% Sense of Belonging 36% Panorama Survey	Grades 9-12 Fall 2023 Student Engagement 60% Sense of Belonging 60% Panorama Survey

Goal Analysis

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

1) The overall implementation of these actions for:
Goal # 4 was fully implemented.

2) The most successful aspects of our implementation of these actions are as follows:
Action 4.1 was fully implemented after substantial limits to co-curricular activities in prior years. Student participation in site specific co-curricular activities returned to high levels, and spectators/ audiences for these events exceeded pre-pandemic levels. When asked what they most value in our district, parents ranked after school and extra curricular activities as their highest priority (LCAP Parent Survey).
Action 4.3 (Reduce Suspensions) and 4.4 (Reduce SWD Suspensions)- Our BCBA continued to support students with disabilities to reduce suspension rates for students overall and for students with disabilities. While rates have varied and did not achieve their goal, we are encouraged by the progress that has been made to promote alternative corrective actions.
Action 4.5 Foster/ Homeless Support- Foster/ homeless student liaisons have continued to support students and now oversee a larger team of interns. This group has increased their capacity to develop systematic supports that reach more students and do so with greater frequency.
Action 4.7 Behavior Technicians- Behavior technicians continued to work under the guidance of the BCBA to support student behavioral needs.

Action 4.8 Home Hospital- needs returned to pre-pandemic levels with the elimination of Independent Study, and these needs were effectively addressed by HH supports.

Action 4.9 Equity Committee- This group continued to meet and is evolving to greater action orientation. Survey results were added to existing data on student achievement and shared with site leaders. All schools developed and monitored equity goals based on this information. The group is met this year and will implement a restructuring plan in 2024-2025 to accomplish their goals.

Action 4.10 Mental Health Services- Mental Health Support Specialists continued to be highly utilized to address substantial need at every site related to post-pandemic stressors.

Action 4.11 Tri City and Care Solace- These resources also continued to be used at high levels to address post-pandemic stressors.

Although not linked to a specific action, the sum of these resources sought to address both middle and high school dropout rates.

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

Action 4.2 Improve Chronic Absenteeism- The overall attendance rate has improved since last year, but has not returned to pre-pandemic levels. Chronic absenteeism has continued to be a concern, and has even increased slightly over the prior year. We continue to look for ways to support those students with high levels of absence, but we have struggled to effectively impact this group with existing resources.

Action 4.3 Reduce Suspensions- Although some improvement was measured when compared to baseline data (3.9% has declined to 2.5%), we now know that suspension rates in the 2021-2022 school year were likely suppressed by pandemic related conditions. We continue to identify ways that we can support students through alternative means and provide supports that can reduce the rate of suspension related offenses.

Action 4.6 Positive Behavior Interventions- Our BCBA provided professional development for individual school sites as well as resources for all schools. These have been well received and are supporting the implementation of a multi-tiered system of support for all schools. However, we have also seen a sharp rise in disruptive behavior by students. A systemic effort to address behavior needs will be implemented to support students with these challenges.

4) There were no planned actions that differed substantively from how they were 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 were two areas in which material differences (20% or greater) existed between budgeted and planned expenditures:

Action 4.1: Co-curricular, Extracurricular Enrichment Opportunities for Sites were partially funded through other one-time funds, allowing for a reduced expenditure from general funds for these activities ($922,526.31).

Action 4.8: Home hospital expenses increased ($14,097.00) due to an increase in the hourly rate paid to participating teachers as well as an increase in hours needed to support eligible students.

Action 4.10: Mental health services ($1,095,200.00) were provided using ESSER funds in lieu of budgeted general fund expenditure.

Action 4.11: Tri City and Care Solace expenses were higher ($6,000.00) than anticipated because we did not receive a supplementary local government grant that has been received in past years.

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

Attendance (supported by action 4.2) continues to be a serious concern, but substantial progress was made during the 2023-2024 school year. Metrics for chronic absenteeism reflect older data, and we are hopeful that we will see continued improvement. Actions that effectively addressed attendance prior to the pandemic are no longer effective, but BUSD has implemented a multi-pronged effort to improve chronic absenteeism as well as the overall attendance rate, including those recommended by state leadership. While substantial improvement has been measured, this continues to be an area of need.

Suspension rates have decreased from baseline measures, although they are higher than last year's reported data, which we now know was likely reduced by pandemic-related conditions. We believe that Actions 4.1, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.10 have supported this progress, but we continue to be concerned about the wide range of behavior needs of our students. Systemic actions are being implemented, and we hope that data will reflect these efforts.

Although progress has been made, we recognize that continued work by the equity committee (action 4.9), coupled with greater alignment of the actions related to behavior and attendance, will be essential to improving the connectedness that students and families report in survey data.

The sum of these actions has demonstrated a substantial reduction in the high-school dropout rate, and the middle school dropout rate is 0.

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.

Action 4.2 (Improve Chronic Absenteeism) has been effective this year to reduce this rate, but more work is needed to address the high rates of chronic absenteeism and low rate of attendance that have persisted since the pandemic. Our next LCAP will reflect these additional actions to support the need, which will include realigning district and school communications with families as well as incentive systems that provide financial awards to schools that increase student attendance rates.

Actions related to student behavior (4.1, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.10) will continue to be implemented as written, but more alignment of these efforts is needed for greater effectiveness. A task force has begun working to identify barriers and develop systemic supports and professional development for student behavioral success. New goals for multi-tiered systems and positive behavior supports will address these needs.

The metric for School Connectedness, which was changed to School Climate in the prior year, has now changed in the grade 3-5 band as well. Therefore, metrics related to school connectedness and school climate will be revised in the next 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
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

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 All - 62% ES - 68% MS - 57% HS - 56% 2022-23 West Ed Survey	Strongly Agree/Agree All - 62% ES - 68% MS - 61% HS - 49% 2023-24 West Ed Survey	Strongly Agree/Agree Above 75% all levels 2023-24 West Ed Survey
School encourages me to be an active partner with the school in educating my child.	Strongly Agree/Agree All - 87% ES - 93% MS - 85% HS - 82% 2020-21 West Ed Survey	Strongly Agree/Agree All - 85% ES - 91% MS - 77% HS - 80% 2021-22 West Ed Survey	Strongly Agree/Agree All - 86% ES - 92% MS - 80% HS - 81% 2022-23 West Ed Survey	Strongly Agree/Agree All - 87% ES - 93% MS - 83% HS - 76% 2023-24 West Ed Survey	Maintain Strongly Agree/Agree Above 80% all levels 2023-24 West Ed Survey
Parents feel welcome to participate at this school.	Strongly Agree/Agree All - 79% ES - 88% MS - 75% HS - 70%	Strongly Agree/Agree All - 74% ES - 81% MS - 66% HS - 69%	Strongly Agree/Agree All - 81% ES - 92% MS - 67% HS - 72%	Strongly Agree/Agree All - 82% ES - 92% MS - 76% HS - 67%	Maintain Strongly Agree/Agree Above 75% 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	2022-23 West Ed Survey	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	620 staff and parents completed Spring 2023 Qualtrics Data	464 staff and parents completed Spring 2024 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 District audit of participation	parent attendance 22-23: 150 total parents attending PPA events online and in person. District audit of participation	parent attendance 23-24: 38 total parents attending PPA events online and in person. District audit of participation	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	Meeting Federal Guidelines for composition and appropriate elections 2022-23 District Audit	Meeting Federal Guidelines for composition and appropriate elections 2023-24 District Audit	Meet Federal guidelines 2023-24 District Audit

Goal Analysis

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

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

1) Overall Implementation of the Actions in Goal 5:
All actions were fully implemented.
2) The most successful aspects of this implementation were:
Actions 5.1, 5.3, and 5.8- Communication systems have been established to ensure that parents and community members receive school information in the means that is most effective. Adopted tools allow staff to effectively disseminate information. Parent communication systems allow families to engage through email, text, or an app based on their preference, which we know is important. Survey systems provide broad-range feedback from large numbers, allowing us to measure perceptions across groups throughout 13 schools and two cities.
Action 5.6- Communication with Education Rights Holders continues to be addressed by student liaisons, and the efforts to systematize their outreach have supported their effectiveness.
Action 5.7- A public relations firm allows us to share district messages as a public information officer would do in a larger district. Our community values this information and messaging reinforces the district priorities of equity, mastery, and a focus on results. Parents continue to be involved in site councils, ELACs, DAC/DELAC, and PTA groups.
3) The most challenging aspects of our implementation have been:
Actions 5.4, 5.8, and 5.9- Parent participation in training (Action 5.4- Parent Partnership Academy) and survey data (Action 5.8-Survey Systems and Action 5.9-LCAP Input) have not returned to the levels measured prior to the pandemic, and staff continues to seek ways to engage more families. Because existing resources are becoming less effective, leaders have been exploring alternate ways to reach families that are more relevant.
4) There were no planned actions that differed substantively from how they were 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 were two material differences between budgeted expenditures and estimated actual expenditures:
Action 5.1: Communication Systems: were partially funded from one-time/ restricted fund during the 2023-2024 school year, resulting in a decreased expense ($227,495.36)
Action 5.2: There was a small increase in the expense for parent education programs due to additional hours and health/ welfare benefits for support staff ($1504.00)

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

We are encouraged that our communication systems are well-used for district, with individual teachers, school sites, district departments, and the district as a whole sending information to families in a variety of formats so that they can choose how they wish to receive important

information (Actions 5.1, 5.3, 5.5, 5.6, and 5.7). To a lesser degree, we receive feedback from our community through survey tools that provide quick access for families who wish to give feedback (Action 5.8). Likewise, traditional advisory groups do engage a core group of families that provide feedback to shape programs (Action 5.9). However, we are concerned that we do not adequately reflect our underserved populations within these groups.

Actions 5.2 and 5.4, which involve parent participation in in-person and virtual parent education events, have been less effective, and involvement has not rebounded since pandemic closure. District and school teams continue to seek ways to engage families, and we will continue to look for ways to improve outreach efforts. Diminishing participation has made it evident that alternative forms of outreach are needed. Educational partner feedback reflects that our families value the support, but the format is challenging due to competing responsibilities. We have brainstormed various ways to shift content delivery, and we will begin to pilot those in the next school year. The new LCAP will reflect goals with alternative forms of engagement.

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.

The following actions will be revised in the subsequent LCAP:
Actions 5.2 (EL Parent Education) and 5.4 (Parent Partnership Academy) will be augmented and/or replaced by parent education opportunities that can fit with the competing responsibilities of our families. The next LCAP will reflect a needs assessment and pilot programs to identify what parents are seeking.
Action 5.8 (Survey Systems) and 5.9 (Educational Partner Input)- Although these actions were carried out as planned, we have seen declining engagement in survey instruments. We are also concerned that educational partner input does not always reach the families of unduplicated students. Leadership teams have met to explore these needs and will pilot new ways to reach out to all families, while also prioritizing connections with families of unduplicated students.

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

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

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	100% Fall 2022 (per Williams) District Audit	100% Fall 2023 (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.	Standard Met 2022 Local Indicators	Standard Met 2023 Local Indicators	Maintain Standard Met 2023 Local Indicator
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	100% 2022 - per audit by BUSD's State and Federal Programs Coordinator	100% 2023 - 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	2183 hrs. Certificated 20-21	171 hrs Admin/Manager 21-22	116 hrs Admin/Manager 22-23	216 hrs Admin/Manager 23-24	Maintain hours over 1800 for certificated and 800 for classified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
classified and certificated staff	1339 hrs. Classified hours 20-21 May 31, 2021 District Audit via bit.ly/BUSDPD	1,146 hrs Certificated 21-22 124 hrs Classified 21-22 May 4, 2022 District Audit via bit.ly/BUSDPD	4,997 hrs Certificated 22-23 1,002 hrs Classified 22-23 May 10, 2023 District Audit via bit.ly/BUSDPD	6016 hrs Certificated 23-24 1560 hrs Classified 23-24 April 11, 2024 District Audit via bit.ly/BUSDPD and stipend records	May 31, 2024 District Audit via bit.ly/BUSDPD

Goal Analysis

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

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

1) Overall Implementation of the Actions in Goal 6:
All actions were fully implemented.
2) The most successful aspects of this implementation were:
Actions 6.1, 6.2, 6.3, 6.4, 6.6 and 6.7 Staff development and instructional materials were greatly emphasized throughout this school year, as indicated in the number of training hours in which personnel have participated. These reflect the returned emphasis on Common Core State Standards, the need to address learning gaps related to the pandemic, and new staffing. These core practices are essential to district success, particularly as they relate to foundational reading skills, as we continue to be contacted by other districts and foundations to observe our reading programs. Intervention programs were vital to addressing pandemic-related learning loss, and we relied on these support staff to work with small groups and also provide professional development for classroom teachers.
Action 6.5, specifically as it relates to the delayed Math framework and subsequent adoption. Because the framework revision has been released in draft form, we used the 2023-2024 school year to proceed with the adoption process in advance of state guidelines.
3) The most challenging aspects of this implementation were:
Action 6.2- Although substantial training was implemented for certificated and management employees, it was challenging to also provide related training for classified personnel. This will be a priority in the coming school year.
4) There were no planned actions that differed substantively from how they were 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.

Material differences between budgeted expenditures and estimated actual expenditures exist for two actions:
Action 6.2: Staff Development: Contracted Trainers/Training- The district exceeded planned expenditures ($70,614.85) to provide Science of Reading/ Structured Literacy training using contracted trainers
Action 6.3: Intervention Materials and Staff Development - Unrestricted and ESSR II funds were used, allowing funds to remain in general fund ($522,600.54)
Action 6.5: Purchase Board Approved Materials- some purchases funded with instructional materials block grant, reducing costs from budgeted expenditures ($195,506.99)
Action 6.7: Induction Program Contract- was funded using Educator Effectiveness grant in lieu of planned funds ($72,000.00)

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

Actions 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, and 6.7 were highly effective to achieve the desired outcomes for certificated personnel. We are pleased with robust participation in professional development for certificated personnel, as indicated by the district audit of participation hours. This staff training has the potential to positively impact student access to effective standards-based instruction for many years to come. We will continue to provide ongoing professional development to address academic needs as they are demonstrated on summative assessments.
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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 continue to fully implement this goal and its actions in the 22-23 school year. The materials and professional development are vital to staff as they address core and intervention instructional needs. Specific content for professional development will be determined based on summative data and feedback from staff. These resources will be supplemented by other funds as adoption processes resume.
During the 2023-2024 school year, we recorded decreased hours with classified staff. However, we knew that we offered more training than ever before and participation was high. We consulted with additional documentation from stipend records and learned that professional development was completed, but the hours were not recorded accurately on the district form. For this reason, the metric states the data was also drawn from stipend records.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

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