LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonsall Unified School District  
CDS Code: 3776851 
School Year: 2023-24  
LEA contact information: 
Joseph Clevenger  
Superintendent  
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760-631-5200

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

The text description for the above chart is as follows: The total revenue projected for Bonsall Unified School District is $32,345,348.6, of which $25,168,173 is Local Control Funding Formula (LCFF), $3,399,479 is other state funds, $2,001,327.02 is local funds, and $1,776,369.58 is federal funds. Of the $25,168,173 in LCFF Funds, $1,848,808 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Bonsall Unified School District plans to spend for 2023-24. 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: Bonsall Unified School District plans to spend $35,817,330.85 for the 2023-24 school year. Of that amount, $5,878,712 is tied to actions/services in the LCAP and $29,938,618.85 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Support Staff Salaries, Psychologist Services, Operational Expenditures.

**Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year**

In 2023-24, Bonsall Unified School District is projecting it will receive $1,848,808 based on the enrollment of foster youth, English learner, and low-income students. Bonsall Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bonsall Unified School District plans to spend $2,338,440 towards meeting this requirement, as described in the LCAP.

To meet the requirement of improving services for high-needs students, the Local Education Agency (LEA) has implemented several additional actions. These are some steps: 1. Need Assessment, 2. Individualized Education Plans (IEPs), 3. Specialized Staffing, 4. Professional Development, 5. Collaboration with External Agencies.
Update on Increased or Improved Services for High Needs Students in 2022-23

This chart compares what Bonsall Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bonsall Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Bonsall Unified School District's LCAP budgeted $1,708,104 for planned actions to increase or improve services for high needs students. Bonsall Unified School District actually spent $1,961,875 for actions to increase or improve services for high needs students in 2022-23.
Local Control and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bonsall Unified School District</td>
<td>Joseph Clevenger</td>
<td><a href="mailto:joseph.clevenger@bonsallusd.com">joseph.clevenger@bonsallusd.com</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>760-631-5200</td>
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</tbody>
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Plan Summary [2023-24]

General Information

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

MISSION AND VISION OF BONSALL UNIFIED SCHOOL DISTRICT

Mission: Our Mission in Bonsall Unified School District is to empower all students to achieve their maximum potential.

Vision: The Vision in Bonsall Unified School District includes five essential components: Comprehensive PK-12 Curriculum, Rigorous Instruction and Assessment, Collaboration, Safe and Orderly Schools, and Engaged Family and Community Involvement.

Our Board Goals:

1. ACCESS: Bonsall Unified School District will provide access to highly rigorous coursework across all grade levels for all students, including Native American, English Learners, Low-Income, and Foster Youth subgroups.

2. ENGAGEMENT: Improve student engagement and family involvement to increase academic achievement.

3. ACHIEVEMENT: Students will demonstrate academic growth in California State Standards core curricular areas across grade levels to ensure the college, career, and life readiness of all Bonsall Unified students.

The Bonsall Unified School District (BUSD) is in the unincorporated area of the County of San Diego. In 2020, the population of Bonsall was...
4,194, which was up from 3,982 in the 2010 census. For more than a century, BUSD has served the unincorporated communities of Bonsall and Fallbrook. There are four schools within the BUSD boundaries serving 2,065 students in grades TK-12. The BUSD schools are:

Elementary Schools:

- Bonsall Elementary School, Enrollment 891
- Bonsall West Elementary School, Enrollment 381

Middle School:

- Sullivan Middle School, Enrollment 470

High School:

- Bonsall High School, Enrollment 323

The BUSD demographic profile consists of 38% White, 38.4% Hispanic, 3.7% American Indian, 1.9% Asian, 1.4% African American, 0.6% Pacific Islanders, and Multi race 9.5%. Our socio-economically disadvantaged (35.3%), English Learners (10%), and Special Education (17%) subgroups are provided additional services targeted towards supporting them to reach their highest academic potential.

The following are the BUSD percentages of the three “high needs” student groups:

- English Learners (10%)
- Foster Youth (0.2%)
- Socioeconomically Disadvantaged (35.3%)

The “unduplicated count” of students are those who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each student is counted only once even if the student meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1)). The BUSD unduplicated count percentage is 36.8% (764 students).

Following are distinctions that refine the composition of the district’s students

- Reclassified Fluent English (5.3%)
- Homeless (9.9%)
- Students with Disabilities (14.4%)

These percentages reflect the level of challenge to be met to ensure that all students are successful in school and validate LCAP funding allocations to "improve or increase" services so that all students graduate from high school, prepared to succeed in college and the
workforce. Fundamental to the district's mission is providing a comprehensive, viable, and rigorous curriculum to all students, with appropriate interventions that supports the completion of the core program and allow students to access higher-level course work. Intervention programs include Lexia Core 5 and PowerUp Reading; ST Math; Positive Behavioral and Intervention Supports, which support the social-emotional learning of the student; and Multi-tiered System of Supports, a framework to provide targeted support to struggling students. In addition, the district offers ongoing professional development to all teachers for the state standards to be implemented effectively and to meet the social-emotional needs of the students.

BUSD is proud of the student achievement and the strong relationships between staff and students that the 22-23 school year produced. The collective efforts and collaboration of our students, teachers, administration, classified staff, parents, and community members have been incredible this year. In addition, we are proud of the work we have dedicated this year to the development of our BUSD Framework for the Future and for our efforts to continue to support social/emotional learning, which creates a strong foundation for learning. Our focus has been on building relationships and connections to support our students' academic and social/emotional success. Social-emotional learning will foster a safe, supportive, and equitable environment that grounds students. It can also create the conditions for students to access academic learning in the physical classroom. BUSD parents and guardians are invaluable partners and are essential to the health and success of the students and their schools. Accordingly, the district prioritizes fostering and developing parent-support programs that reinforce communication, enrichment, and outreach efforts. These programs will help parents and guardians become strong education advocates and remain well informed about all educational opportunities for their students.

Reflections: Successes

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

Based on a review of performance on the state indicators and local performance indicators, including CA Dashboard Data, progress toward LCAP Goals, local assessment tools, and educational partner input, Bonsall Unified has many successes to celebrate.

1. Bonsall High School and Palomar College have forged a strong partnership and have developed an Early College High School program for our BHS students. Early College High Schools are an innovative way for high school students to earn both a high school diploma and earn college credits while in high school. Motivated students can earn up to a two-year associate's degree (or up to two years' credit towards a bachelor's degree) in the time it takes to graduate from high school. Research supports the benefits of the Early College High School model, including increased success in college, higher expectations for success in college, improved college persistence and retention rates, flexibility of offerings, and more. BHS currently has approximately 40 students who we transport to and from the Fallbrook Palomar Campus so that they can attend college courses, alongside their high school courses. They are earning high school credit and college credit that is immediately transferable, and all of this is at no cost to our students or their families.

2. During the 2022-2023 school year, BUSD formed a Design Team, a diverse group of educational partners, to help define our BUSD Framework for the Future. The Framework for the Future will provide a north star that defines the learner outcomes, learning experiences,
and enabling conditions to inform decision-making and prioritization. Our BUSD Design Team drafted our BUSD Learner Profile based on significant feedback from our educational partners. Our Learner Profile Outcomes include: Resilient Learner, Empathetic Collaborator, Engaged Community Member, Effective Communicator, Critical Thinker, and Problem Solver. These Learner Profile Outcomes provide a catalyst to align systems, processes, and structures necessary to support students in developing and demonstrating the outcomes.

3. Our mission is to empower all students to achieve their maximum learning potential. When our students graduate from BUSD, we want them to thrive and to be able to continue to live in our amazing community of San Diego. For many of our students, careers in the STEM field will prepare them for this future. As we look to the STEM fields in San Diego and nationally, we still see a significant under-representation of female students, Native American students, African American students and Hispanic Students in these STEM jobs. To respond to this need, BUSD has partnered with staff, community members, and students to develop the Bonsall Forward Initiative. Bonsall Forward will provide robust job shadow opportunities for all students in 5th, 7th, and 9th grade through small group visits to local STEM facilities. Students will have a voice in where they job shadow based on their own strengths, interests, and passions. Bonsall Forward will also provide early and ongoing incentives and celebrations through sustained recognition and scholarships for students in 6th-12th grade, focusing heavily on our underrepresented groups.

4. Another area of success has been maintaining a Family and Community Liaison for BUSD. Participation in our site-level and district-level committees has increased as more families are feeling welcomed and included. Our liaison hosts workshops for parents and evening classes, sends regular newsletters in Spanish and English to share resources, events, and essential information with our families, helps to organize ELAC meetings, and supports translation of essential information. In addition, the liaison coordinates with community partners to connect families to necessary resources.

5. BUSD has prioritized increasing counseling support throughout the district, and we have partnered with Panorama Education to help us gather information about the experiences and perceptions that our staff, teachers, students, and families have about our schools. We have begun to use this information to help us identify strengths and areas for growth, especially in our multi-tiered systems of support.

6. BUSD has leveraged additional funding to increase academic services, enrichment, and interventions to expand learning opportunities for our students across the district. BUSD has partnered with 6Crickets under the Expanded Learning Opportunity Program. Students from all over the district have participated in STEAM, musical theater, coding, and language courses. We have also provided intersessional days (on non-school days) to students across the district through our partnership with the Boys & Girls Club of North County. Our students who attend intersessional days enjoy sports, arts and crafts, and activities that promote social/emotional development. Over the summer, intervention classes were offered at each site and enrichment included musical theater, dance, cheerleading, writer's camp, STEM, art, Aeronautics, video production, programming, and sports. This summer, we will providing similar opportunities.

7. We are incredibly proud that all of our Bonsall Unified schools were awarded the Purple Star award this year. The Purple Star Award from the State of California recognizes schools that provide outstanding support for military connected students and families. There are over 10,000 schools in California. Only 63 schools have been selected for this honor. All schools in Bonsall Unified School District have been identified as Purple Star Award winning schools.
8. BUSD has formed an Equity Team to increase our collective understanding of cultural diversity and issues of equity that our students are facing. We aim to determine steps we can take together to mitigate these equity issues and ensure that all students are included, valued, and supported. In addition to attending the SDCOE Equity Conference, our Equity Team has met to reflect on data and the impact of belonging on our students and our culture. Bonsall Unified is honored to serve a significant population of students from the Pala Band of Mission Indians, and BUSD continues to foster a strong relationship with tribal leadership and with our families and students from our native population. We have collaborated with Tribal Council, SDSU, SDCOE, and CSUSM to seek new ways to support our American Indian students. Our team is working now to develop a professional development plan for our staff and to form both a TK-12 Native American Student Success PLC and a Native Learner Advisory Committee, in partnership with representatives from Pala Tribal Council, to support us in investigating equity perspectives for continuous improvement.

9. BUSD formed a District Writing Team to focus on aligning our approach to writing across the district. The team has developed common writing prompts and rubrics and identified common writing domains for each of the assessment windows. These developments are essential steps towards improving communication and collaboration among grade levels and towards strengthening vertical and horizontal articulation in the district.

10. BUSD has hired music teachers for elementary sites to ensure we have music instruction at both elementary and secondary levels.

11. California Dashboard indicators have improved or have remained consistent in several areas, despite major disruptions and interruptions to teaching and learning caused by the COVID-19 pandemic. Our BUSD graduation rate increased from 83% to 86.3%. Our expulsion rate is 0% districtwide. Parent involvement, including promoting parent participation from unduplicated students and individuals with exceptional needs, increased throughout the BUSD. With the return of state testing, CAASPP scores represent a new baseline for ELA and math performance. Results for CAASPP testing in 2021-2022 were generally higher than both the county and the state. ELA and Math SBAC scores are in the “medium” range, outperforming the state in both areas. Our English Learners are making impressive progress: 60.6% of our 226 English Learners were making progress (high) in comparison to 50.3% making progress at the state level. Our EL Reclassification rate continues to grow and improved from 6% to 9.3% in 2021-2022.

California School Dashboard Data 2021-2022

College and Career Indicator (CCI):
38.3% of students were deemed prepared for College and Career

Graduation Rates: 86.2.% (All Students)
84.3%: Socioeconomically Disadvantaged
78.3%: Homeless
92.7%: Hispanic
84.8%: White

BUSD graduation rate is slightly lower than the State of California (86.2% vs. 87.4%).
Suspension Rates: Conditions and Climate

2.3%: All Students
0%: African American
11.7%: American Indian
0%: Asian
3.4%: English Learners
2.7%: Hispanic
4.6%: Homeless
6.7%: Pacific Islander
3%: Socioeconomically Disadvantaged
4.2%: Students with Disabilities
0.4%: Two or More Races
1.9%: White

Smarter Balanced Summative Assessments in ELA and Math

ELA: 53% At or Above Overall
Math: 39% At or Above Overall

ELA: All Students: 7.7 points above standard
American Indian: 129.7 points below standard
Students w/ Disabilities: 78 points below standard
English Learners: 44.2 points below standard
Hispanic: 18.1 points below standard
Homeless: 22.2 points below standard
Socioeconomically Disadvantaged: 18.4 points below standard
Two or More Races: 24.3 points above standard
White: 33.2 points above standard

Math: All Students: 24.3 points below standard
American Indian: 147.7 points below standard
Students w/Disabilities: 103.7 points below standard
English Learners: 71.6 points below standard
Hispanic: 52.9 points below standard  
Homeless: 70.3 points below standard  
Socioeconomically Disadvantaged: 56.6 points below standard  
Two or More Races: 0.4 points above standard  
White: 1.3 points above standard  

English Learner Progress  

60.6% making progress towards English Language proficiency  
41.2% EL who progressed at least one English Language Performance Indicator (ELPI) level  

ELPAC Data  

31.58% Level 4 (Proficient)  
34.39% Level 3 (Moderately Developed)  
20% Level 2 (Somewhat Developed)  
14% Level 1 (Minimally Developed)  

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

With the return of CAASPP testing in the Spring of 2022 and through reflection of local data, BUSD has been able to identify needs for significant improvement and areas of significant performance gaps among student groups. Based on the most recent CA Dashboard data and local data, BUSD results indicate the following needs:  

1. Addressing the discrepancy in ELA and math performance, especially for American Indian students and students with disabilities.  
2. Improving A-G completion rates, which decreased by 8%.  
3. Addressing chronic absenteeism, which increased from 4% districtwide to 21.2% districtwide, with an intentional focus on homeless students, students with disabilities, and American Indian students. These groups had higher absenteeism than the district average.  
4. Addressing student suspensions, which increased from 0.3% districtwide to 2.3%, especially for homeless students and American Indian students. Both groups are two or more performance levels below the performance level for all students.  
5. Improve student belonging and connection to their school community. Results from Panorama surveys and from LCAP surveys indicate that 36% of respondents agree that our schools ensure students feel connected to their school community. 41% of respondents were neutral and 23% disagreed.  
6. Improve systems of social, emotional, and mental health supports. Our students’ social, emotional, and physical well-being continue to
have an impact on academic performance for some students.

The LEA will take the following steps to address these areas of low performance and performance gaps:

- Recruit, develop, and retain high quality staff
- Provide new curriculum resources- Social Science this year
- Provide professional development and ongoing support for implementation of curriculum
- Ensure facilities are maintained (safety, cleanliness, functionality)
- Continue to develop and increase STEM opportunities TK-12
- Continue to develop new CTE pathways and course sequences and align with Early College program
- Continue to implement iReady and STAR diagnostics and progress monitoring
- Strengthen supports and services for parents of English Learners
- Host district level reclassification recognition events
- Develop Family Engagement plan to increase educational partner participation
- Continue on-going Special Education Community Advisory Committee parent meetings
- Increase timely and accurate communication through public relations, weekly newsletters, updated websites
- Increase multi-tiered systems of support- through professional development, Positive Behavioral Interventions and Support, trauma-informed practices, school intervention teams
- Provide funding for athletic and PE programs to increase involvement
- Allocate funding to support music and the arts districtwide
- Offer credit recovery options to improve high school graduation rates
- Continue the work of districtwide Equity Team to address inequities and disproportionality
- Ensure intensive Tier 2 and 3 math and literacy supports
- Continue Uplift Literacy Grant work- Teacher and Coaching Academies and small group intervention
- Provide professional development in English Learner Road Map and designated and integrated ELD strategies, Native Ways of Knowing, data analysis to inform instruction, Orton Gillingham, 5 Dimensions of Teaching and Learning instructional framework
- Implement comprehensive K-12 writing program and common assessments
- Update library publications
- Offer summer intervention and enrichment opportunities at all levels
- Increase after school tutoring and enrichment

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

BUSD’s 2023-2024 LCAP features a continuation of work to support students, staff, and families in various ways. BUSD will continue to prioritize providing access to highly rigorous coursework for all students in all grade levels (Goal 1). This includes the implementation of new
NGSS-aligned and comprehensive elementary school and middle school science curriculum, and the adoption of new History/Social Science curriculum in grades K-8 that is aligned to the California History/Social Science Framework and CCSS standards. The district will provide continuous and in-depth professional development in newly purchased curriculum to ensure effective implementation. Using new curriculum and new course offerings, the district will continue the development of a robust K-12 STEM program.

BUSD is committed to making high-quality career technical education a priority, as the growth of and emphasis on CTE is critical to the district's ability to provide access to a relevant and broad course of study. This access prepares our students for careers and for their post secondary experiences. Bonsall High School will be expanding its CTE pathways in Information and Computer Technology, Advanced Manufacturing, and Design, Visual and Media Arts through further professional development, new supplies and materials, and through the development of a more robust CTE Advisory Committee with industry professionals and educational partners, including Palomar College. BUSD received the Career Technical Education Incentive Grant this year and the K12 Strong Workforce Partnership Grant, which will support the strengthening and growth of the CTE program in Bonsall.

BUSD will continue to support numerous actions to improve student success in ELA, math, science, and literacy. There will be an intentional focus on our unduplicated students with academic and social-emotional supports and K-12 program offerings to increase access and college and career readiness. BUSD will maintain an intentional focus on supporting all students, parents, and staff through improved engagement and involvement (Goal 2). BUSD recognizes that with the learning disruptions experienced by students in the past few years comes the need for learning recovery and all the associated actions, including additional social, emotional, and physical wellness supports (Goal 2). As part of this effort, BUSD will strengthen the supports and services for our parents of English Learners through engagement workshops, ELAC and DELAC meeting supports, increased translation services, and increased communication. The BUSD Family and Community Liaison will continue to guide the development of a Family Engagement Plan to increase educational partner participation (Goal 2). BUSD has formed a district Equity Team that has begun to develop a districtwide Equity Plan. BUSD is collaborating with the SDCOE for guidance and professional development (Goal 2).

An important goal for BUSD is that all students will demonstrate academic growth in California State Standards core curricular areas across all grade levels (Goal 3). BUSD will continue to support a standards-based instructional program to meet the needs of our low-income, foster youth, English Learners, and students with unique needs. Components of this support will include professional development aligned to CA State standards for our teachers; technology refresh for student and staff computers; social-emotional supports, health supports, and after-school programming; increased ELA and Math Literacy supports, and an increased equity focus. Staff who will support these efforts include the following positions our Family and Community Liaison, Reading Intervention Specialists (through our Uplift Literacy Grant), new BHS Assistant Principal, School Counselors, and a new Attendance, Athletics/Activities Clerk.

These certificated and classified staff members are providing increased social and emotional support for students, more instructional support, and targeted academic intervention, and more connections for our families to engage and to receive help they need to support their students at home. BUSD has continued a targeted focus on ELA and math academic achievement. Using tools such as iReady, Lexia, and writing assessments, teachers have identified students at varying levels of achievement and have leveraged resources such as ST Math, Lexia Core 5, Lexia Power Up, and iReady to provide individualized instruction to address students' needs and support growth. We saw impressive growth from Fall 22-23 to Winter 22-23 in iReady math and reading scores in K-8. In math, students demonstrated an increase from 23%
proficient to 41% proficient. In reading, students demonstrated an increase from 36% proficient to 58% proficient. Professional development opportunities this year have included, but were not limited to, trauma informed practices, Orton-Gillingham early literacy strategies, alignment of assessments and curriculum, implementation of History/Social Science pilot programs, Panorama SEL platform, Jane Schaffer writing program, Lexia Core 5 and Lexia Power Up strategies and usage, and iReady best practices. In 2021-2022 BUSD began implementation of a comprehensive K-12 writing program to increase alignment and coherence in our approach to the instruction and evaluation of writing across the curriculum. This work has continued and strengthened in 2022-2023. In addition, BUSD is increasing our opportunities for summer learning loss recovery and enrichment. In addition to supporting the secondary sites with providing credit recovery and acceleration opportunities, BUSD is using Expanded Learning Opportunities Program funding to ensure we meet the requirements of the grant, especially with the focus on serving the needs of our unduplicated pupils. We have increased the funding for our after school program due to the Expanded Learning Opportunities Program funds that we are receiving. We have developed an ELO-P plan aligned with our UPK plan and goals to address the needs of our students that was approved in June 2022 and has been implemented in 2022-2023 (Goal 3).

## Comprehensive Support and Improvement

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

### Schools Identified

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

No schools in BUSD have been identified as 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.

No schools in BUSD have been identified as CSI.

### Monitoring and Evaluating Effectiveness

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

No schools in BUSD have been identified as CSI.
**Engaging Educational Partners**

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

Engaging educational partners is a high priority for the Bonsall Unified School District. Ongoing engagement is crucial to create mutually respectful, supportive, and collaborative environments. This engagement fosters meaningful dialogue that helps us collectively to determine goals and actions that lead to academic success for all students. Essential to the success of this effort is the active participation of all educational partners to maximize student engagement and learning. Parents, guardians, students, employee groups, administrators, and community members came together in a variety of ways to thoughtfully and openly communicate about addressing and overcoming the challenges facing students today, especially those who are typically underserved and at risk.

A significant effort this year to increase educational partner engagement and to deepen communication and collaboration has been the formation of our BUSD Design Team. During the 2022-2023 school year, BUSD formed a Design Team, a diverse group of educational partners, to help define our BUSD Framework for the Future. The Framework for the Future will provide a north star that defines the learner outcomes, learning experiences, and enabling conditions to inform decision-making and prioritization. Educational partner engagement for this work began with student forums conducted at each school site in September of 2022. Following these forums, the Design Team met on October 17, November 14, January 9, February 7, April 11, and May 9 to reflect on student voice and learner experience, define learner profile outcomes, finalize the BUSD Learner Profile, and prototype the BUSD Learning Model. In addition, feedback sessions were held at each school site in March and April to gather more input. The input and feedback gleaned through our Design Team work has been instrumental in guiding the goals, actions, and services in the BUSD LCAP.

Throughout the 2022-2023 school year, BUSD has also provided numerous public venues for educational partners to convene and provide additional input, and educational partners were invited to participate in various surveys. Specific groups who met to provide LCAP input or who were invited to participate in various surveys are listed below:

- English Learner Advisory Committee (ELAC): All Sites
- NCCSE
- School Site Council (SSC): All Sites
- School Site Staff Meetings: All Sites
- Teachers
- Principals
- Parents of Students with Disabilities
- Parent Advisory Committees (PAC): All Sites
- Local Bargaining Units
- District Leadership Team
- District Cabinet
- Parent/Guardian LCAP Input Surveys
- Staff LCAP Input Surveys
A summary of the feedback provided by specific educational partners.

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Our BUSD Design Team drafted our BUSD Learner Profile based on significant feedback from our educational partners. Our Learner Profile Outcomes include: Resilient Learner, Empathetic Collaborator, Engaged Community Member, Effective Communicator, Critical Thinker, and Problem Solver. These Learner Profile Outcomes provide a catalyst to align systems, processes, and structures necessary to support students in developing and demonstrating the outcomes.

Our educational partners provided feedback on programs, actions, services, and expenditures in Bonsall Unified for each of our three goals: 1. Bonsall Unified School District will provide access to highly rigorous coursework across all grade levels for all students, including Native American, English Learners, Low-Income, and Foster Youth subgroups, 2. Improve student engagement and family involvement to increase academic achievement, 3. Students will demonstrate academic growth in California State Standards core curricular areas across all grade levels to ensure the college, career, and life readiness of all BUSD students. Through our LCAP input meetings and surveys, we learned that there is support for continuing our current direction in some areas and improving in other areas.

Related to Goal 1: 55% of educational partners in our LCAP survey agreed that student classwork is appropriate and rigorous, 72% agreed that our schools provide adequate access to needed technology, 57% agreed that our schools provide support for English Learner students...
and their individual needs, and 47% agreed that our schools provide intervention and enrichment activities to increase each student's individual academic achievement.

Related to Goal 2: 52% agreed that our schools create a welcoming environment for all families in the community, 50% agreed that our schools promote health and wellness for students, 54% agreed that our schools provide social-emotional support for student wellness, and 59% agreed that our schools communicate regularly with families.

Related to Goal 3: 57% agreed that our schools promote college and career readiness skills, college going culture, and leadership opportunities, 57% agreed that our secondary students are able to speak to counselors about college requirements, college/career planning, and personal issues, and 40% agreed that our schools provide systems and protocols for providing outreach to students and their families when they are not engaging in instruction.

Educational partner feedback from LCAP input meetings and surveys was provided in relation to the following questions:

What do you appreciate about your child or children's school that you feel contributes to their success?
~BHS Early College Program
~Caring staff who have the best interests of students
~Enrichment opportunities
~Up-to-date curriculum
~Communication
~High quality teachers
~Motivated administration
~Variety of electives
~Music and art programs
~Reading intervention

How might our district better support students who are learning English, who come from foster homes, or who are challenged by learning disabilities or poverty?
~Parent/community engagement
~Early identification of challenges and connections to resources
~Tutoring
~Engagement in extracurricular activities
~Provide bilingual paraprofessionals
~Designated ELA and math intervention teachers
~Professional development and training on supporting multilingual students
~Provide emotional support staff
~Better mental health support
~More CTE classes

What programs or services would you like to see continued or improved in order to advance student and staff learning and wellness for the 2023-2024 school year?

~BHS Early College Program and Palomar partnership
~Continue expanding elective offerings in CTE
~Advanced Placement classes
~Agriculture programs
~Music program/teachers/ instrumental/Choir
~Art programs
~Reading intervention
~During and after school tutoring/targeted support for struggling students/academic support
~Engaging field trips
~Summer camps
~Free lunch and breakfast
~Continue to support transportation
~STEAM activities
~STEM electives
~Extracurricular activities and clubs
~Advanced Manufacturing, Engineering, Computer Science
~Sports and athletic programs and equipment
~New facilities
~Counseling and mental health support
~Ongoing professional development
~Rawhide Ranch internships
~Advanced courses in middle school
~Small group focus in math/reading intervention

Overall, most respondents agree that BUSD is working to improve student success. The respondents indicated higher levels of agreement regarding improved communications and parent engagement opportunities; however, many agreed that there is room for improvement. The respondents also agreed that they know about efforts and agree that BUSD creates safe and welcoming learning environments where students attend and are connected to their school. Many respondents understand and recognize there continues to be a need for learning recovery.

SELPA NCCSE
A consultation with North Coastal Consortium for Special Education administrator to determine that actions for students with special needs are included in the LCAP and are consistent with the annual assurances for support plan. Feedback and confirmation for the SELPA LCAP consultation process was received including the Areas of alignment between SEP and LCAP by Rebecca Nobriga, SELPA representative.

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

Parents/guardians and the community want all students to be engaged in learning and to be afforded every opportunity to be successful at school and prepared for life post-graduation. There is continued support for student success, focusing on our schools with the most significant percentage of English Learners and Low-Income students. This includes making sure students attend school, have access to lunch, and have every opportunity for academic success. Starting in the fall of 2022, this has included providing expanded learning opportunities for our unduplicated pupils in TK-6 following the district ELO-P adopted plan.

The LCAP goals, based on data, experience, and identified needs, clearly align with this feedback. Based on feedback garnered from our educational partners, BUSD also initiated targeted planning committees this year, such as our Design Team, Equity Team, Superintendent’s Advisory Committee, and District Writing Team.

The input from educational partners aligns with our District’s mission to “Empower all students to achieve their maximum learning potential.” The input and involvement from educational partners continues to demonstrate that our efforts are appropriately focused and have influenced the development of the following action items and focus areas:

- Hire intervention staff
- Maintain counseling support at each site
- Upgrading school libraries
- Updating curriculum
- Technology upgrades
- Implementation of a robust Science program with the implementation of STEM activities
- Emphasis on Visual and Performing Arts in the schools
- Increase Career Technical Education (CTE) pathways for students
- After-school intervention and enrichment programs
- Implement Tier 2 and Tier 3 Intervention in Reading and Math
- Summer Learning Loss Program
- Improved Campus Security
- Equity focused professional development
- Ongoing professional development aligned to goals
- Focus on social and emotional, academic guidance, and parent outreach
- Ensure English Learners are learning English and reclassifying so that they are prepared for success in college and career
- Provide science program/labs with annual budget for supplies and broken equipment
- Diagnostic assessment and screeners
- Early College High School Program with Palomar
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bonsall Unified School District will provide access to highly rigorous coursework across all grade levels for all students, including Native American, English Learners, Low-Income, and Foster Youth subgroups.</td>
</tr>
</tbody>
</table>

**Conditions of Learning**
- Priority 1 - Basic Services
- Priority 2 - Implementation of State Standards
- Priority 7 - Course Access

---

**An explanation of why the LEA has developed this goal.**

Bonsall Unified School District believes that all of its students must graduate from high school prepared to meet high standards of college or career readiness. Strengthening the rigor of courses taken in elementary school through high school can be an effective strategy to raise student achievement levels and ensure college and career readiness for more students. Research has demonstrated that when students are given access to advanced coursework opportunities, they work harder and engage more in school, leading to fewer absences and suspensions and higher graduation rates. Raising expectations regarding student access and enrollment in rigorous courses is crucial—particularly for students who have historically been underrepresented in those courses.

**Goal #1 actions and related metrics are intended to:**

1. Upgrade quality facilities and technology systems
2. Ensure campuses remain at optimal level of utilization, operation, and appearance
3. Recruit, hire, develop, and retain a highly qualified, diverse, and effective staff
4. Maintain systematic assignment and monitoring of properly credentialed staff
5. Provide ongoing support to new and returning staff.

---

**Measuring and Reporting Results**
### Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease the number of teacher misassignments by course (as described by CDE) from the previous year</td>
<td>Baseline: 2020-2021 (Source: CalSAAS) 100% Fully Credentialed</td>
<td>2021-2022 (Source: CalSAAS) 100% Fully Credentialed</td>
<td>2022-2023 (Source: CalSAAS) 100% Fully Credentialed</td>
<td>Maintain the number of teacher misassignments annually at the current rate of 0%</td>
<td></td>
</tr>
<tr>
<td>The district provides access to a Broad Course of Study targeting unduplicated students and individuals with exceptional needs.</td>
<td>College/Career Indicator 2019-20 CA Dashboard 58.1% A-G Completion Rate Student course pass rate 2020-2021 Semester 1 6th ELA: 78% 7th ELA: 76% 8th ELA: 73% 9th ELA: 60 10th ELA: 97% 11 ELA: 66% 12th ELA: 60%</td>
<td>College/Career Indicator 2020-2021 CA Dashboard 50% A-G Completion Rate Student course pass rate 2021-2022 Semester 1 6th ELA: 83% 7th ELA: 87% 8th ELA: 88% 9th ELA: 87% 10th ELA: 86% 11th ELA: 88% 12th ELA: 72%</td>
<td>College/Career Indicator 2021-2022 CA Dashboard Not reported 42% A-G Completion Rate Student course pass rate 2022-2023 Semester 1 6th ELA: 86% 7th ELA: 79% 8th ELA: 84% 9th ELA: 82% 10th ELA: 85% 11th ELA: 89% 12th ELA: 90%</td>
<td>Increase College/Career Indicator on CA Dashboard by 10% Increase student course pass rate by 15%</td>
<td></td>
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<tr>
<td>Metric</td>
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<td>Year 3 Outcome</td>
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<tr>
<td>Increase SBAC Summative ELA and Math scores in grades 3-8, and 11.</td>
<td>2019-2020 Smarter Balance Summative Assessments in ELA and Math. ELA: 63.57% Math: 56.12%</td>
<td>2020-2021 Smarter Balanced Summative Assessments in ELA and Math. ELA: 70.15% Math: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022 Smarter Balanced Summative Assessments in ELA and Math. ELA: 55.4% At or Above Overall Math: 43.6% At or Above Overall ELA: All Students: 7.7 points above standard American Indian: 129.7 points below standard Students w/ Disabilities: 78 points below standard English Learners: 44.2 points below standard Hispanic: 18.1 points below standard Homeless: 22.2 points below standard Socioeconomically Disadvantaged: 18.4 points below standard</td>
<td>Increase SBAC Summative ELA and Math scores in grades 3-8 and 11 by 2% annually.</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td></td>
<td></td>
<td></td>
<td>Two or More Races: 24.3 points above standard</td>
<td>0.4 points above standard</td>
<td>Maintain 100% of students have access</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>White: 33.2 points above standard</td>
<td>1.3 points above standard</td>
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<td></td>
<td></td>
<td></td>
<td>Math: All Students: 24.3 points below standard</td>
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<td></td>
<td></td>
<td></td>
<td>American Indian: 147.7 points below standard</td>
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<td></td>
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<td></td>
<td>Students w/Disabilities: 103.7 points below standard</td>
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<td></td>
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<td>English Learners: 71.6 points below standard</td>
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<td></td>
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<td>Hispanic: 52.9 points below standard</td>
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<tr>
<td></td>
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<td>Homeless: 70.3 points below standard</td>
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<td></td>
<td>Socioeconomically Disadvantaged: 56.6 points below standard</td>
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<td></td>
<td></td>
<td></td>
<td>Two or More Races: 0.4 points above standard</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>White: 1.3 points above standard</td>
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</tr>
</tbody>
</table>

Every pupil in the school district has access to 100% of students.
### Metric

<table>
<thead>
<tr>
<th>Metric</th>
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</tr>
</thead>
<tbody>
<tr>
<td>sufficient access to standards-aligned instructional materials</td>
<td>100% of students have access to standards-aligned instructional materials</td>
<td>100% of students have access to standards-aligned instructional materials</td>
<td>100% of students have access to standards-aligned instructional materials</td>
<td>100% of students have access to standards-aligned instructional materials</td>
<td>to stand-aligned instructional materials</td>
</tr>
<tr>
<td>School facilities are maintained in good repair</td>
<td>2019-2020 Status of Good on the FIT</td>
<td>2020-2021 Status of Good on the FIT</td>
<td>2021-2022 Status of Good on the FIT</td>
<td>Maintain the status of &quot;Good&quot; on the FIT</td>
<td></td>
</tr>
<tr>
<td>Implementation of the academic content and performance standards adopted by the state board including the services to English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency</td>
<td>100% of students have access to the content and performance standards adopted by the state board and all EL students have access to both CCSS and ELD standards</td>
<td>100% of students have access to the content and performance standards adopted by the state board and all EL students have access to both CCSS and ELD standards</td>
<td>100% of students have access to the content and performance standards adopted by the state board and all EL students have access to both CCSS and ELD standards</td>
<td>Maintain 100% of students have access to the content and performance standards adopted by the state board and all EL students have access to both CCSS and ELD standards</td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Recruit and Retain Effective Staff</td>
<td>BUSD will continue to recruit, develop, and retain high quality staff. California Teacher Induction Program</td>
<td>$26,574.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>1.2</td>
<td>Core Content Textbook Adoptions and High Quality Instructional Materials.</td>
<td>BUSD will ensure that all students and staff have access to updated curriculum and high quality instructional materials aligned to the California State Standards to improve academic achievement.&lt;br&gt;2021-2022: Pilot and Adopt New Science Curriculum&lt;br&gt;2022-2023: Implement New Science Curriculum and Pilot History/Social Science Curriculum&lt;br&gt;2023-2024: Implement New History/Social Science Curriculum and New High School Science Curriculum&lt;br&gt;Funding: Lottery Restricted LCFF</td>
<td>$500,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.3</td>
<td>Implementation of State Academic Standards - ELA, Math, History/Social Science &amp; Science</td>
<td>BUSD will develop an implementation plan for the newly purchased curriculum. Teachers will receive professional development and ongoing support throughout the implementation process.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Maintain Williams Act Compliance</td>
<td>BUSD will maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students. Bonsall Unified School District (BUSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. BUSD conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public-School Construction (OPSC)&lt;br&gt;Funding: 8150- Restricted Maintenance</td>
<td>$790,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>1.5</td>
<td>Plan, pilot, implement, and monitor STEM in all schools.</td>
<td>BUSD will continue the development of a robust K-12 STEM Program, which is a curriculum based on the idea of educating students in four specific disciplines- science, technology, engineering, and mathematics- in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. BUSD will continue the planning, piloting, and implementation of STEM in all schools. STEM Education uses Science, Technology, Engineering, and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>1.6</td>
<td>Career Technical Education</td>
<td>The core work of Career and Technical Education (CTE) is to prepare students for careers, either through direct entry into the workforce or via post secondary career preparation. The effectiveness of CTE programs is measured by enrollment, course completion, industry certification, and course retention. BUSD is committed to CTE Pathways because the district understands how students who benefit from the program, especially low-income students, are more likely to graduate from high school and enroll in postsecondary education. CTE reduces dropout and increases on-time graduation. BHS will continue to support and develop its CTE pathways in Software and Systems Development and Manufacturing and Product Development. With increased grant funding, BUSD will increase CTE support by adding a Counselor on Special Assignment who will focus on our CTE and Early College Programs. Funding: Local ROP Funding</td>
<td>$332,685.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<td></td>
<td>Upgrade Special Education Mod/Sev Classroom at Bonsall High School</td>
<td>BHS will move the mod/severe class to a larger room to accommodate the increased enrollment and to provide the needed Special Education services more effectively. (Discontinued- Project Completed 2021-2022)</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>1.7</td>
<td>I-Ready and Star Assessments and Listenwise Program</td>
<td>BUSD will continue to implement the I-ready diagnostic for K-5 and the Star diagnostic for 6-12 as a local assessment (including ELA and Math Components). We will continue to use Listenwise to support literacy and language development for English Learners. Professional Learning included to use the results for the ongoing screening and monitoring of student's progress, targeting the district's 36.8% unduplicated pupil counts. Funding: LCFF Title 1</td>
<td>$62,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.9</td>
<td>Support adequate access to technology</td>
<td>BUSD will continue to update the district's technology plan to provide adequate technology for students and staff across the district. BUSD will prioritize access to current technology for unduplicated students, including English Learners, low-income students, homeless, and foster youth to ensure equitable access and academic success.</td>
<td>$180,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Goal Analysis [2022-23]
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.

BUSD recognizes that raising expectations regarding student access and enrollment in rigorous courses is crucial, particularly for students who have been underrepresented or who have experienced opportunity gaps. BUSD continues to prioritize access to rigorous coursework across all grade levels for all students through our planned actions and their implementation. As we continue to make progress on our planned actions, we are making adjustments as needed to these actions to best serve our students and their needs. Actions for Goal 1 ensure that we maintain quality facilities and technology, recruit and retain highly qualified staff, and provide ongoing support to new and returning staff. There were no substantive differences in planned actions or actual implementation of the actions.

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.

1.1 Recruit and Retain Effective Staff. The district paid out a one-time payment to current employees with the purpose of retaining effective staff. For this reason, the estimated actual expenditures exceeded the planned amount by $154,693.32.
1.4 Maintain Williams Act Compliance. The estimated expenses are higher than the budgeted amount by $264,337 due to intensive inspections done to the sites to be in compliance. The purchase of materials and repairs have been done continuously and also substitute services have been provided.
1.5 Plan, pilot, implement, and monitor STEM in all schools. The BUSD STEM planning committee continues to meet periodically to plan the implementation of STEM enrichment program. The total expenses incurred during FY 22-23 equal $23,591 for the purchase of Chromebooks to support access to new STEM curriculum, $18,409 less than the estimated amount. The district is planning to continue with the implementation of this program through the use of the new Science curriculum that was purchased last year for all grade levels.
1.6 Career Technical Education. Due to changes in personnel and on the eve of a new hire to direct the CTE program, some of the planned expenses are on hold for the revision of the CTE plan. The district is projecting to spend a total of $120,240.78 for this program.
1.7 Upgrade Special Education. We completed the relocation of our mod/severe class to a larger room to accommodate increased enrollment and made upgrades to the room in FY 21-22. No additional improvements are expected to happen this fiscal year.
1.8 I-Ready and Star Assessments. The I-Ready license costs is $59,555.30 and the Star Reading and Star Math assessment costs equal to $83,066. This exceeds the budgeted amount by $62,621.30. In order to receive additional discounts, which are in the best interest of the district, we purchased a 3 yr contract for Star Reading and Star Math in lieu of a 1 yr contract.
1.9 Support Adequate Access to Technology. BUSD recognizes the need to update our technology plan and to improve and prioritize access to current technology for unduplicated students, including English Learners, low-income students, homeless, and foster youth to ensure equitable access and academic success. BUSD has added this action to support this need.
An explanation of how effective the specific actions were in making progress toward the goal.

1.1 This practice was effective in retaining quality teachers.
1.2 We have adhered to the district curriculum adoption timeline outlined in our LCAP, and this has been effective in our progress towards achieving Goal 1. Pilot team teachers piloted new curriculum for science for grades K-12 in 2021-2022 that we were able to purchase and implement this past year. Pilot team teachers participated in History/Social Science pilots in grades K-8. BUSD has adopted their selections and is purchasing the new curriculum that will be implemented fall 2023. BUSD is also purchasing new curriculum for high school science courses.
1.3 Teacher training has been provided regarding the onboarding of new curriculum. Elementary teachers participated in professional development for ELA and math curricula and for new science curriculum. Pilot team teachers at all grade levels participated in professional development to support implementation of pilot programs in History/Social Science. A group of elementary teachers participated in Orton Gillingham training. A cohort of teachers from Bonsall Elementary School participated in Educator Academies as part of our Uplift Literacy Grant with SDCOE. Our District Writing Team continued its work to develop common district writing assessments and rubrics at all grade levels. BUSD formed its Equity Team, which has been meeting this year to identify our needs, reflect on data, and plan next steps to address equity issues that influence academic outcomes for our unduplicated pupils.
1.4 BUSD continues to make additional efforts to maintain cleanliness at all sites. Two school sites underwent Williams inspections and passed with no findings.
1.5 Our new science curriculum in grades K-12 provides rich and robust opportunities for students to develop inquiry, dialogue, and critical thinking in the STEM disciplines. BUSD will consequently expand this action in the next year to more broadly encompass access to technology, which supports student access to our STEM curriculum and enhances the development of STEM programs districtwide.
1.6 BUSD is committed to making a high-quality career technical education a priority. We have secured CTEIG funding and K12SWP funding to further develop our pathways, and we continue to strengthen our partnership with Palomar College through our Early College model. We will increase support and services in our CTE and Early College programs by adding a Counselor on Special Assignment who will coordinate these programs beginning in fall 2023.
1.7 BUSD completed the relocation of our mod/severe class to a larger room at the high school to accommodate for increased enrollment. Therefore, we have removed this action from Goal 1 for the 2023-2024 LCAP.
1.8 BUSD will continue to implement the iReady diagnostic as a local assessment and will administer the STAR Reading and STAR Math assessments for grades 6-12. The iReady diagnostic and online instruction has supported elementary students in growth towards standards, and the STAR Reading and Math, which we implemented this year, is proving to be more age appropriate and effective for secondary students as diagnostic exams and local assessments for monitoring student progress.

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.

1.2 BUSD increased funding for this action by 20% to support increased cost of History/Social Science curriculum and science curriculum for the high school.
1.3 Teacher training has been provided regarding the onboarding of new curriculum. However, additional analysis of the timeline and training needs should be ongoing. BUSD will develop a more detailed professional development plan to support ongoing training needs.
1.5 Our new science curriculum in grades K-12 provides rich and robust opportunities for students to develop inquiry, dialogue, and critical thinking in the STEM disciplines. BUSD will consequently expand this action in the next year to more broadly encompass access to technology, which supports student access to our STEM curriculum and enhances the development of STEM programs districtwide.

1.6 BUSD will increase support and services in our CTE and Early College programs by adding a Counselor on Special Assignment who will coordinate these programs.

1.7 BUSD completed the relocation of our mod/severe class to a larger room at the high school to accommodate for increased enrollment. Therefore, we have removed this action from Goal 1 for the 2023-2024 LCAP.

1.8 BUSD will continue to implement the iReady diagnostic as a local assessment and will administer the STAR Reading and STAR Math assessments for grades 6-12. The iReady diagnostic and online instruction has supported elementary students in growth towards standards, and the STAR Reading and Math, which we implemented this year, is proving to be more age appropriate and effective for secondary students as diagnostic exams and local assessments for monitoring student progress.

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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2      | Improve student engagement and family involvement to increase academic achievement.  
        | Engagement  
        | Priority 3 - Parent Involvement  
        | Priority 5 - Student Engagement  
        | Priority 6 - School Climate |

An explanation of why the LEA has developed this goal.

Student and parent engagement has long been a focus in Bonsall Unified School District. BUSD believes when students, families, and community members take an active role in student learning, students will improve their academic performance, are more likely to persist through academic struggles, earn higher standardized test scores, have better social skills, and are less likely to drop out of school. Research has historically indicated strong correlations between student/family engagement and student achievement. These correlations remain strong for all levels of instruction, across all subject areas, and for varying instructional activities. The importance of student/family engagement cannot be underestimated – engagement affects student achievement, students’ futures and can potentially help close COVID-19 learning gaps.

Goal #2 actions and related metrics are intended to:

1. Develop and monitor Systematic Access, Academic Support, Behavioral, Social-Emotional/Mental Health and Climate  
2. Increase parent involvement and engagement  
3. Decrease the chronic absenteeism rate  
4. Maintain expulsion rate  
5. Increase social-emotional support for all students.  
6. Focus on social-emotional support for Native American, English Learners, Low-Income, and Foster Youth subgroups  
7. Increase student involvement in music and athletics

Measuring and Reporting Results
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism Indicator</td>
<td>Districtwide: 5.6%</td>
<td>2020-2021: 4%</td>
<td>2021-2022: 21.2%</td>
<td></td>
<td>Districtwide: 4%</td>
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<tr>
<td>CALPADS Reports</td>
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<tr>
<td>CA Dashboard</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>High School Dropout Rates</td>
<td>Districtwide: 10.98%</td>
<td>Districtwide: 12.5%</td>
<td></td>
<td>Districtwide: 14%</td>
<td></td>
</tr>
<tr>
<td>DataQuest: Four Year Adjusted Cohort Outcome</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduation Rate indicator</td>
<td>Districtwide: 85.4%</td>
<td>2020-2021: 83%</td>
<td>2021-2022: 86.3%</td>
<td></td>
<td>Districtwide: 95%</td>
</tr>
<tr>
<td>CA Dashboard</td>
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<tr>
<td>DataQuest: Four Year Adjusted Cohort Outcome</td>
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<tr>
<td>CALPADS: Cohort Report 15.1 &amp; 15.2</td>
<td></td>
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</tr>
<tr>
<td>Suspension Rates Indicator</td>
<td>Districtwide: 1.1%</td>
<td>2020-2021: 0.3%</td>
<td>2021-2022: 2.3%</td>
<td></td>
<td>Districtwide: &lt;1%</td>
</tr>
<tr>
<td>2019-2020 CA Dashboard</td>
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<tr>
<td>Suspension Rate Indicator</td>
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<tr>
<td>DataQuest Expulsion and Suspension Rates</td>
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<tr>
<td>CALPADS: EOY 3 Reports 7.10, 7.12 &amp; 1.21</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>Expulsion Rates Indicator DataQuest Expulsion and Suspension Rates CALPADS EOY 3 Reports 7.10, 7.12 &amp; 1.21</td>
<td>Districtwide: 0%</td>
<td>2020-2021 Districtwide: 0%</td>
<td>2021-2022 Districtwide: 0%</td>
<td></td>
<td>Districtwide: 0%</td>
</tr>
<tr>
<td>School Attendance Rate as measured by Aeries from P2.</td>
<td>2019-2020 Districtwide: 96.23%</td>
<td>2020-2021- No attendance reports was required.</td>
<td>2021-2022 Districtwide: 93.19%</td>
<td></td>
<td>Districtwide increase by .8%</td>
</tr>
<tr>
<td>Middle School Drop Out Rate as measured by CALPADS</td>
<td>6-8th grade 0%</td>
<td>2020-2021 Districtwide: 0%</td>
<td>2021-2022 Districtwide: 0%</td>
<td></td>
<td>Districtwide maintain 0%</td>
</tr>
<tr>
<td>School Safety and School Connectedness as measured by CHKS</td>
<td>2018-2019 School connectedness: 61% (Overall) Sense of safety at school: 67% (Overall)</td>
<td>2020-2021 School connectedness: 59% (Student) 32% (School Supports for Staff) No data released-fewer than 10</td>
<td>2021-2022 No CHKS administered 2020-2021 School connectedness: 59% (Student)</td>
<td></td>
<td>Districtwide increase by 10%</td>
</tr>
</tbody>
</table>
### Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>respondents. (Parents)</td>
<td>32% (School Supports for Staff)</td>
<td>Sense of safety at school: 69% (Student) 42% (Staff) No data released-fewer than 10 respondents. (Parents)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of safety at school: 69% (Student) 42% (Staff) No data released-fewer than 10 respondents. (Parents)</td>
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<tr>
<td></td>
<td></td>
<td>No data released-fewer than 10 respondents. (Parents)</td>
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<td></td>
<td>Sense of safety at school: 69% (Student) 42% (Staff) No data released-fewer than 10</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>respondents. (Parents)</td>
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</table>

#### Parent Involvement including promoting parent participation from unduplicated students and individuals with exceptional needs as measured by the Local Performance Indicator Self-Reflection Tool

- Will be established by using the Local performance indicator from the CDE for Parent and Family Engagement (LCFF Priority 3) in September and April of each school year.

- Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>English Learner Parent Supports</td>
<td>BUSD will strengthen the supports and services for our parents of English Learners by providing: 1. PIQE and other family engagement workshops:</td>
<td>$30,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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</tbody>
</table>
|         | 2. K-12 Parent Engagement in Education Program,                      | 3. Early Childhood Development Program, and 4. Early Literacy Program (Child care, ELAC, DELAC) 5. DELAC meeting support (food, translation, and childcare) 6. Increased translation services, such as "Hola" 7. Increased engagement technology 8. Contracted services for students requiring bilingual assessments presented at IEP meetings  
Funding:  
Title I  
LCFF                                                                 | $2,500.00                                                                                      | Yes          |
| 2.2     | English Learner reclassification recognition events                 | BUSD will host district-level reclassification recognition events for students and families.  
Funding:  
LCFF                                                                 | $2,500.00                                                                                      | Yes          |
| 2.3     | Family Engagement                                                    | BUSD will collaborate with educational partners to develop a Family Engagement Plan to increase educational partner participation with all parents/guardians including diverse groups and families of our Native American, English Learner, Foster Youth, and Homeless families.  
Funding:  
LCFF                                                                 | $25,000.00                                                                                     | Yes          |
<table>
<thead>
<tr>
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<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4</td>
<td>Special Education Community Advisory Committee</td>
<td>BUSD will continue to participate in on-going, regularly scheduled, Special Education Community Advisory Committee parent meetings. Funding: No Cost</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>2.5</td>
<td>Communications through websites, social media, and other community outreach</td>
<td>BUSD will provide timely and accurate website information and social media communications to parents and families supported by: ~Improved public relations through increased communication to the community. ~Regularly updated website to keep parents current ~Weekly newsletters from each site ~Create position for Communications TOSA, emphasizing increasing engagement in Expanded Learning Opportunities for BUSD students and families Funding: LCFF ELO-P 0000/0925-Resource</td>
<td>$120,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2.6</td>
<td>Multi-Tiered System of Supports (MTSS)</td>
<td>BUSD will address the needs of students through the implementation of the Multi-Tiered System of Support (MTSS), which is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs. The MTSS will monitor students systematically and provide targeted interventions to high needs students such as the homeless, English Learners &amp; Foster Youth that demonstrate academic, social emotional or behavioral needs.</td>
<td>$324,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
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<td>The MTSS framework has four essential components: screening, progress monitoring, multi-level intervention system, and data-based decision. The MTSS is a framework in which educators engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for teachers and students.</td>
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</tbody>
</table>
|          |       | The BUSD MTSS Framework will serve as an umbrella for both Response to Intervention (RTI) and PBIS. Response to Intervention (RTI) is a multi-tiered framework for academic support, whereas Positive Behavioral Interventions and Supports (PBIS) is a multi-tiered framework for behavioral support. The BUSD MTSS framework will require:  
1. Multi-tiered System of Supports (MTSS) Professional Development  
2. Response to Intervention (RtI) Professional Development  
3. Positive Behavioral Intervention and Supports (PBIS)  
4. Trauma-informed Professional Development  
5. The development of School Intervention Teams to lead the school’s focused micro-view on the specific students in need of Tier 3 intensive supports in areas such as a.) significant weaknesses in reading, writing, number sense, and /or English Language, b.) Chronic absenteeism, c.) Severe behavior and/or motivation concerns, d.) Combination of all factors  
6. The purchase of Panorama software provides classroom-level, school-level, and district-level reports that include individualized data used to improve support for students' academic, social, and emotional learning.  
7. The hiring of a secondary Assistant Principal to a.) reduce behavior incidences/referrals, b.) reduce school suspensions, c.) address issues related to high school dropout rates  
8. The development of a drug intervention/prevention program.  
9. Begin partnership with Care Solace, a 24/7 multilingual concierge team that partners with school districts to connect students, families, and staff with available, verified mental health providers and substance use treatment programs matched to their needs |
<table>
<thead>
<tr>
<th>Action #</th>
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<th>Description</th>
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<th>Contributing</th>
</tr>
</thead>
</table>
| 10      | Maintain full time counselors at each elementary site to support MTSS, PBIS, and school intervention teams | Funding: LCFF  
Project Alert Grant  
COPES Grant  
EFF |                   |                   |
| 2.7     | Physical Education/Athletics | BUSD will provide ongoing funding for the replacement and purchase of athletic and P.E. equipment based on need.                                                                                         | $70,000.00        | No           |
| 2.8     | Comprehensive Arts Program   | BUSD will continue to provide visual and performing arts opportunities for BUSD students according to the the Arts, Music, and Instructional Materials Discretionary Block Grant Plan. Arts education boosts school attendance, academic achievement, and college attendance rates; improves school climate; and promotes higher self-esteem and social-emotional development. The BUSD Arts, Music, and Instructional Materials Discretionary Block Grant Plan includes:  
Standards-aligned professional development and instructional materials, the purchase of instructional materials and professional development aligned to best practices for improving school climate, digital literacy, physical education, and learning through play, and associated operational costs.  
BUSD will provide the following: | $232,453.00       | No           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
|         |                                                              | ~Elementary music teachers at each site  
|         |                                                              | ~General art supplies for students  
|         |                                                              | ~Arts, music, and instructional equipment  
|         |                                                              | ~Tech-supplies  
|         |                                                              | ~Rental equipment  
|         |                                                              | ~Contracted services.  
|         |                                                              | Funding:  
|         |                                                              | LCFF  
|         |                                                              | AMIMDBGP  
| 2.9     | High School Graduation Supports                             | BUSD will implement a credit recovery program to increase graduation rate by school and by subgroup. Credit recovery courses help to improve graduation rates, A-G completion rates, and college and career readiness.  
|         |                                                              | Funding:  
|         |                                                              | LCFF  
| 2.10    | Foster Youth, Homeless & Low Income Social Emotional Support | School counselors provide social-emotional support to disadvantaged groups such as Foster Youth and Homeless students. Counselors will implement systems to measure and collect baseline data, track these groups accurately, and develop practices regarding enrollment and their respective placement. Counselors also provide mentoring, social skills instruction, and individual student support meetings. They assist in the Student Success Team (SST) process and created targeted skill development plans and contracts. Counselors support the monitoring of attendance, behavior, and academic performance.  
|         |                                                              | Funding:  
|         |                                                              | LCFF  
|         |                                                              | AMIMDBGP  
|         |                                                              | LCFF  
|         |                                                              | LCFF  
|         |                                                              | AMIMDBGP  
|         |                                                              | LCFF  
|         |                                                              | AMIMDBGP  

2023-24 Local Control and Accountability Plan for Bonsall Unified School District
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11</td>
<td>Equity and Inclusion</td>
<td>BUSD will continue our collaboration with SDCOE to develop a districtwide Equity and Inclusion Team and Plan focused on the cultural diversity, different backgrounds and cultural identity to mitigate racial disproportionality and to involved margined groups such English Learners, Foster Youth Homeless and Low Income Students. The team will be involved in professional development facilitated by the San Diego County Office of Education. Additionally, the team will attend the SDCOE Equity Conference. Funding: LCFF</td>
<td>$20,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.12</td>
<td>Student Health Support</td>
<td>Continue to provide health services for high needs students. Staff Health Clerks and Nurse. Vision and hearing testing.</td>
<td>$370,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.13</td>
<td>Transportation Services</td>
<td>Continue to provide Transportation support for Low Income, Homeless, Foster Care, Native American and Migrant students.</td>
<td>$764,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Goal Analysis [2022-23]**

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.

BUSD believes when students, families, and community members take an active role in student learning, students will improve their academic performance, are more likely to persist through academic struggles, earn higher standardized test scores, have better social skills,
and are less likely to drop out of school. Research has historically indicated strong correlations between student/ family engagement and student achievement. These correlations remain strong for all levels of instruction, across all subject areas, and for varying instructional activities. The importance of student/family engagement cannot be underestimated – engagement affects student achievement, students’ futures and can potentially help close COVID-19 learning gaps.

2.1 BUSD was not able to initiate PIQE engagement workshops this year, but intends to beginning in the fall of 2023. The BUSD Community Liaison facilitated engagement workshops and parent education programs.

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.

2.1 English Learner Parent Supports. PIQE workshops for parents were part of the plan to support parents. The district was not able to implement them this FY. The BUSD Community Liaison facilitated engagement workshops and parent education programs and the salary allocation for these activities represents $22,000.00, $3,000.00 less than the amount budgeted for this action.

2.2 English Learner Reclassification. The district is estimating a total expenditure of $2,285.00 for the English Learner Reclassification Recognition District-Wide Event, including the purchase of Supplies and Refreshments. This exceeds the budgeted amount by $285.00.

2.5 Communications through Websites and Social Media. The district is continuing to improve website information and communication with parents and families. The budgeted amount for this action was $30,000.00. The estimated expenditures add up to $18,500.00 with a difference of 38%. The district is currently working to establish a position with this primary function.

2.7 Physical Education/Athletics. We see an increase in expenses due to the expansion of these activities. The district has been extending the Athletic programs throughout the district and promoting Physical Education. The total projected expenditures are $85,000.00 with a difference of $15,000.00 of the budgeted amount.

2.8 Comprehensive Arts Program. The difference between the budget expenditures and the projection is $129,150.00 due to the hiring of elementary music teachers this year, along with the purchase of supplies and equipment, utilizing the Art, Music, and Supplies Grant for this purpose.

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

2.1 Our Family and Community Liaison for the district has actively engaged our school communities through education and cultural events to increase visibility and participation. She has supported with increased translation services and has been instrumental in revitalizing ELAC at our school sites and DELAC for our district. Our Family and Community Liaison has begun to host parent education workshops this year, and is increasing the number of these offerings for parents. We did not initiate a partnership with the Parent Institute for Quality Education for family engagement workshops this year, but intend to do so in the fall of 2023.

2.2 BUSD held a well-attended Reclassification Recognition event for students and families in the Spring of 2023. Our English Learner students have made significant progress this year, and the event was a fitting tribute to their hard work and accomplishments.
2.3 With the hiring of a Family and Community Liaison for the district, we have made progress on improving educational partner participation, including diverse groups and families of our Native American, English Learner, Foster Youth, and Homeless families. Our liaison has reached out individually to families and has coordinated supports and services to meet their particular needs.

2.4 The Special Education Advisory Committee is in place through the SELPA and is meeting regularly.

2.5 BUSD continues to make significant efforts to ensure timely and accurate website information and communications with parents and families. Each school site sends weekly newsletters using the Smore platform, which has greatly improved overall school family communication. The Superintendent sends regular community updates sharing progress of our district, celebrations of our students and programs, and announcements for upcoming events and opportunities. Families are surveyed using the Panorama platform and using Google forms to receive input on priorities and concerns, and to provide feedback on communications. Improving the quality and consistency of our websites will be an increased focus in the next year.

2.6 BUSD continued to prioritize an emphasis on trauma informed practices to support students' social, emotional, and behavioral needs. Staff participated in trauma informed practices training through SDCOE and several sites followed up with further training in restorative practices. School sites have begun the process of implementing MTSS and are developing site intervention teams to identify students in need of Tier 2 and Tier 3 supports in academics, behavior, attendance, and social emotional concerns. BUSD has implemented the use of Panorama software to help monitor students' academic, social, and emotional learning. We will continue to expand our use of this program as we increase our understanding of the individual, class level, site level, and district level data we collect and the ways this data will inform our actions.

2.7 BUSD continues to support the replacement of PE equipment as needed and has leveraged ELOP funds to provide additional opportunities for physical education and sports for our students.

2.8 BUSD continues to support a robust Visual and Performing Arts program through collaboration between elementary, middle, and high schools. A planning committee met several times this year to discuss improvements that can be made to the VAPA opportunities our students have. Summer offerings have added increased opportunities at all levels. BUSD hired elementary music teachers this year to improve access and opportunity for students to participate in music programs in school.

2.9 BUSD has increased opportunities for students to participate in credit recovery courses through Edgenuity that will increase graduation rates. BUSD graduation rate increased this year from 83% to 86.3%.

2.10 Enrollment and registration processes have been updated to better identify and track eligible students. Bonsall High School participated in a foster youth audit without findings. Counselors have been hired at each school site to support outreach and practices for meeting the additional needs of foster youth, homeless students, and students with low socioeconomic status. Chronic absenteeism continues to be a challenge, especially coming out of COVID-19 pandemic. BUSD chronic absenteeism rate increased from 4% districtwide to 21.2% districtwide due to a number of factors involving required quarantines and social emotional struggles that affected attendance. Improved systems, including increased support from counselors, aim to have more of an impact moving forward.

2.11 BUSD formed an Equity Team comprised of teachers, counselors, district staff, site staff, administrators, parent, student, and school board members. The Equity Team attended the SDCOE Equity Conference this year and has been collaborating on a districtwide plan to support equity and inclusion in BUSD.
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.

2.5 Communications through Websites and Social Media. The district is continuing to improve website information and communication with parents and families. The budgeted amount for this action was $30,000.00 The estimated expenditures add up to $18,500.00 with a difference of 61.66% The district has increased funding for this action and is currently working to establish a position with this primary function.

2.6 The district has increased funding for this action to further support the implementation of MTSS. With increased funding, the district will begin partnership with Care Solace, a 24/7 multilingual concierge team that partners with school districts to connect students, families, and staff with available, verified mental health providers and substance use treatment programs matched to their needs. The district will also maintain full time counselors at each elementary site to support MTSS, PBIS, and school intervention teams.

2.8 Comprehensive Arts Program. The district has increased our funding for supporting a Comprehensive Arts Program. The difference between the budget expenditures and the projection is $129,150.00 due to the hiring of elementary music teachers this year, along with the purchase of supplies and equipment, utilizing the Art, Music, and Supplies Grant for this purpose.

2.9 BUSD has increased opportunities for students to participate in credit recovery courses through Edgenuity that will increase graduation rates. BUSD graduation rate increased this year from 83% to 86.3%. Increased funding will support staff and programs to further opportunities for students to recover credits and graduate on time.

2.10 Enrollment and registration processes have been updated to better identify and track eligible students. Bonsall High School participated in a foster youth audit without findings. Counselors have been hired at each school site to support outreach and practices for meeting the additional needs of foster youth, homeless students, and students with low socioeconomic status.

2.13 Transportation Services. The district recognizes the needs of many of our families for increased transportation services. BUSD has increased funding to support these needs, specifically for Low Income, Homeless, Foster Care, Native American and Migrant 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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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</table>
| 3      | Students will demonstrate academic growth in California State Standards core curricular areas across all grade levels to ensure the college, career, and life readiness of all BUSD students.  

Pupil Outcomes  
Priority 4 - Student Achievement  
Priority 8 - Student Outcomes |

An explanation of why the LEA has developed this goal.

The goal is to support the District's standards-based instructional program to meet the needs of our low-income, foster youth, English learners, and students with unique needs. This goal's metrics specifically target the outcomes for Smarter Balance Assessment Consortium (SBAC) for English and math. It identifies the needs of the subgroups of students with disabilities, English learners, foster youth, and low-income students. The desired outcomes to be met from the metrics are supported through the actions that will sustain the progress from this goal. There is a need to continue the support for teachers to have a sustained professional learning plan that addresses the pedagogy of standards-based instruction that emphasizes California Common Core State Standards.

Targeted actions have been developed to support Goal #3. The actions aligned with these areas will promote increased student academic achievement for each student in the BUSD and close the achievement gap among our unduplicated and underrepresented students.

Goal #3 actions and related metrics are intended to:

1. Improve implementation of ELD Standards  
2. Increase ELA and Math proficiency  
3. Increase Native American, English Learner, Foster Youth, and Homeless proficiency in Math and ELA  
4. Increase AP course pass rates  
5. Improve school-level academic interventions and accelerations for Native American, English Learner, Foster Youth, and Homeless  
6. Increase college access and college awareness  
7. Increase the UC/CSU a-g course completion for Native American, English Learner, Foster Youth, and Homeless students  
8. Improve one-year dropout rate and high school graduation cohort rate  
9. Increase enrollment of Native American, English Learner, Foster Youth, and Homeless students in AP Courses  
10. Provide and monitor enrollment for college/career pathways  
11. Begin the plans to provide students the opportunity to earn the CA Seal of Biliteracy.
12. Increase the percentage of students who are college-ready as reported on the CA Dashboard
13. Improve and monitor access to specialized programs for Native American, English Learner, Foster Youth, and Homeless students

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>SBAC ELA</td>
<td>2019</td>
<td>2020-2021</td>
<td>2021-2022</td>
<td>2021-2022</td>
<td>50% Standard Exceeded</td>
</tr>
<tr>
<td></td>
<td>30.3 points above standard</td>
<td>Note: Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020-21 varied. Care should be used when interpreting results.</td>
<td>7.7 points above standard (Medium) ELA: 55.4%</td>
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<tr>
<td></td>
<td>GREEN</td>
<td></td>
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<td></td>
<td></td>
<td>ELA: 37.31%</td>
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<td></td>
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</tr>
<tr>
<td>SBAC Math</td>
<td>9.1 points above standard</td>
<td>2020-2021</td>
<td>2021-2022</td>
<td>24.3 points below standard (Medium) Math: 43.6%</td>
<td>40% Standards Met</td>
</tr>
<tr>
<td></td>
<td>GREEN</td>
<td>Math: Data is suppressed because 10 or fewer students tested.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC ELA: Students with Disabilities</td>
<td>45.5 points below standard</td>
<td>2020-2021</td>
<td>2021-2022</td>
<td>78 points below standard (Very Low)</td>
<td>2.5 Points above standard</td>
</tr>
<tr>
<td></td>
<td>YELLOW</td>
<td>ELA: Data is suppressed because</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>SBAC Math: Students with Disabilities</td>
<td>75 points below standard</td>
<td>2020-2021 Math: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022 103.7 points below standard (Very Low)</td>
<td></td>
<td>2.5 Points above standard</td>
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<tr>
<td></td>
<td>YELLOW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC ELA: English Learners</td>
<td>20.9 points below standard</td>
<td>2020-2021 ELA: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022 44.2 points below standard (Low)</td>
<td></td>
<td>14.0 Points below standard</td>
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<td></td>
<td>ORANGE</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SBAC Math: English Learners</td>
<td>44.1 points below standard</td>
<td>2020-2021 Math: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022 71.6 points below standard (Low)</td>
<td></td>
<td>14.0 Points below standard</td>
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<td></td>
<td>ORANGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SBAC ELA: Foster Youth</td>
<td>Less Than 11 students-No Data</td>
<td>2020-2021 ELA: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022 Less than 11 students- No Data</td>
<td></td>
<td>Less Than 11 students-No Data</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>SBAC Math: Foster Youth</td>
<td>Less Than 11 students-No Data</td>
<td>2020-2021&lt;br&gt;Math: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022&lt;br&gt;Less than 11 students- No Data</td>
<td></td>
<td>Less Than 11 students-No Data</td>
</tr>
<tr>
<td>SBAC ELA: Low Income</td>
<td>1.1 points below standard GREEN</td>
<td>2020-2021&lt;br&gt;ELA: 56.52%</td>
<td>2021-2022&lt;br&gt;18.4 points below standard (Low)</td>
<td></td>
<td>5.0 Points above standard</td>
</tr>
<tr>
<td>SBAC Math: Low Income</td>
<td>27.3 points below standard</td>
<td>2020-2021&lt;br&gt;Math: Data is suppressed because 10 or fewer students tested.</td>
<td>2021-2022&lt;br&gt;56.6 points below standard (Low)</td>
<td></td>
<td>14.0 Point below standards</td>
</tr>
<tr>
<td>English Learner Progress Indicator</td>
<td>English Learners ELPAC Data: 14.29% Proficient 35.71% Intermediate EL 50% Novice EL</td>
<td>English Learners ELPAC Data: 13.98% Proficient 33.66% Intermediate EL 52.36% Novice EL</td>
<td>English Learners ELPAC Data: 31.58% Level 4 (Proficient) 34.39% Level 3 (Moderately Developed) 20% Level 2 (Somewhat Developed) 14% Level 1 (Minimally Developed)</td>
<td>English Learners ELPAC Data: 20% Proficient 30% Intermediate EL 50% Novice EL</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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</tr>
<tr>
<td>EL Reclassification Rate</td>
<td>CA Dashboard Redesignation Data: 2.1%</td>
<td>2020-2021 CA Dashboard Redesignation Data: 6%</td>
<td>2021-2022 CA Dashboard Reclassification Rate: 9.3%</td>
<td>CA Dashboard Redesignation Data: 10%</td>
<td></td>
</tr>
<tr>
<td>i-Ready: Math &amp; Reading (K-5) STAR Reading and Math (6-12)</td>
<td>Districtwide Math: Tier 1: 49% Tier 2: 39% Tier 3: 12% Districtwide ELA: Tier 1: 56% Tier 2: 26% Tier 3: 18%</td>
<td>2020-2021 Districtwide Math: Tier 1: 49% Tier 2: 39% Tier 3: 12% Districtwide ELA: Tier 1: 56% Tier 2: 26% Tier 3: 18%</td>
<td>2021-2022 iReady (K-5) Districtwide Math: Tier 1: 64% Tier 2: 32% Tier 3: 4% Districtwide ELA: Tier 1: 75% Tier 2: 19% Tier 3: 6% STAR (6-12) Districtwide Math: Districtwide ELA:</td>
<td>Districtwide Math: Tier 1: 80% Tier 2: 20% Tier 3: 10% Districtwide ELA: Tier 1: 85% Tier 2: 10% Tier 3: 5</td>
<td></td>
</tr>
<tr>
<td>A-G Course Completion</td>
<td>60%</td>
<td>2020-2021 50%</td>
<td>2021-2022 41.7%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>CTE Course Completion</td>
<td>10%</td>
<td>2020-2021 6%</td>
<td>2021-2022 22%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
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<tr>
<td>AP Placement Examination</td>
<td>2019-2020</td>
<td>2020-2021</td>
<td>2021-2022</td>
<td></td>
<td>70% receive 3 or better</td>
</tr>
<tr>
<td></td>
<td>49 Assessments</td>
<td>16 Assessments</td>
<td>39 Assessments</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>57% received 3 or better</td>
<td>77% received 3 or better</td>
<td>42% received 3 or better</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70% receive 3 or better</td>
<td></td>
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<tr>
<td>Early Assessment Program participation and demonstration</td>
<td>2019-2020</td>
<td>2020-2021</td>
<td>2021-2022</td>
<td></td>
<td>Maintain 97% or better and demonstration increase by 10%</td>
</tr>
<tr>
<td></td>
<td>99% participation and 46.9% demonstrate readiness for college level coursework</td>
<td>ELA: 70.15% Math: Data is suppressed because 10 or fewer students tested.</td>
<td>ELA 93% participation 48% demonstrate readiness for college level coursework</td>
<td></td>
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</tr>
<tr>
<td>Physical Fitness Exam Proficiency</td>
<td>Reduce the % of Students in Needs Improvement Aerobic Capacity Grade 5 - 19.0% 26.90% 15.9%</td>
<td>2021-2022</td>
<td>2021-2022</td>
<td></td>
<td>Reduce % by: Grade 5- 10% Grade 7- 15% Grade 9- 10%</td>
</tr>
<tr>
<td></td>
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<td>Reporting participation rate as scores for proficiency are not reported this year.</td>
<td>Reporting participation rate as scores for proficiency are not reported this year.</td>
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<tr>
<td></td>
<td></td>
<td>Grade 5 - 99% Grade 7- 96% Grade 9- 96%</td>
<td>Grade 5 - 99% Grade 7- 96% Grade 9- 96%</td>
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**Actions**
<table>
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<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
</table>
| 3.1      | Intensive Tier 2 & 3 Math Support | BUSD will continue a districtwide targeted focus on K-12 mathematics to increase student achievement. Based on the California School Dashboard data, the Mathematics rates for 2021-2022 showed 39% of students Met or Exceeded Standards. The 2022-2023 mid-year i-Ready Math data show 41% of students at the Tier 1 level (Universal), 47% of students at Tier 2 (Targeted Intervention) level, and 12% of our students are at Tier 3 (Intensive Intervention) level. The targeted focus on K-12 mathematics will include:  
BUSD will purchase ST Math, which is a game-based instructional/intervention software for K-8 and is designed to boost math comprehension and proficiency through visual learning, as a supplement to our math curriculum and program.  
BUSD will purchase STAR Math and Freckle Math for grades 6-12 to support data-driven, differentiated instruction and targeted intervention to meet students' individual needs.  
Funding: LCFF | $32,000.00 | Yes |
| 3.2      | Intensive Tier 2 & 3 Literacy Support | BUSD will continue a districtwide targeted focus on K-12 literacy to increase student achievement and reading proficiency.  
Based on the California School Dashboard data, the English Language Arts/Literacy rates for 2021-2022 showed 53% of students Met or Exceeded Standards. The 2022-2023 mid-year i-Ready ELA data show 58% of students at the Tier 1 level (Universal), 31% of students at Tier 2 (Targeted Intervention) level, and 11% of our students are at Tier 3 (Intensive Intervention) level. The targeted focus on K-12 literacy will include:  
1. The hiring of additional staff who will work directly with the reading teachers to provide push-in small-group intervention. | $138,000.00 | Yes |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
|         | 2.                                          | The use of iReady Reading in grades K-5 and STAR Reading in grades 6-12 to support growth in foundational literacy skills through personalized instruction tailored to student needs. 3. The formation of a BUSD Literacy Team to define and implement a common approach to literacy instruction. 4. The purchase of ESGI software for assessment and progress monitoring of literacy skills for students in grades TK-5. 5. The purchase of Newsela ELA for grades 6-8 to enhance our ELA curriculum with relevant, engaging content that is scaffolded for diverse levels and backgrounds and provides opportunities to practice priority ELA skills. 6. The purchase of Lexia Core 5 and PowerUp for the purposes of strategic, targeted literacy intervention.  

Funding:  
LCFF  
CLSD Uplift Literacy Grant                                                                                                                                                                                                                                                                                                                                                                           |             |              |
<p>| 3.3     | District Equity and Literacy Leaders        | The Equity and Literacy Leader Grant will provide additional funds to support early literacy in our primary grades and increase services to support English Learners, Native American, Homeless, and other subgroups in their needs of reading and writing and to create a sustainable and equitable learning environment for these students. (Discontinued).                                                                                                                                                                                                 | $0.00       | No           |
| 3.4     | Professional Development                     | BUSD will develop a comprehensive professional development (PD) plan to support the district’s mission and vision. The PD plan will be designed around the following seven widely shared features of effective professional development: 1. Is focused content 2. Incorporates active learning utilizing adult learning theory 3. Supports collaboration in job-embedded contexts                                                                                                                                                                                                 | $127,000.00 | No           |</p>
<table>
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<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>5.</td>
<td>Provides coaching and expert support</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Offers opportunities for feedback and reflection</td>
<td></td>
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<tr>
<td>7.</td>
<td>Is of sustained duration</td>
<td></td>
<td></td>
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<tr>
<td>3.5</td>
<td>Special Education Professional Development</td>
<td>BUSD will continue comprehensive professional development (PD) for Special Education staff to support the district’s mission and vision and to improve IEP goal development and compliance. The professional</td>
<td>$10,000.00</td>
<td>No</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<td></td>
<td>Development opportunities/events will include, but are not limited to the following: 1. Monthly Paraprofessional Trainings 2. Monthly Trainings for Ed Specialists with Director of Special Education 3. Access to NCCSE Professional Development and PLCs throughout the year Funding: SPED</td>
<td>$5,000.00</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3.6</td>
<td>District Writing Program</td>
<td>BUSD will continue to implement a comprehensive K-12 writing program to align with the Common Core State Standards (CCSS) for Writing. The writing program will provide a roadmap for BUSD to ensure students meet or exceed the CCSS for Writing at each grade level in each content area, experience success as writers each year in school, and graduate from BUSD prepared as writers for college and career without writing remediation.</td>
<td>$5,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.7</td>
<td>Update Library Publication Dates</td>
<td>BUSD will increase the publication dates of the books in all of the libraries across the district. The current average publication date is 2005. The district will increase the average publication date by ten years (2015) over the 3-year LCAP cycle.</td>
<td>$20,000.00</td>
<td>No</td>
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<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>3.8</td>
<td>Summer Institute</td>
<td>BUSD will provide a 5-day Professional Development Event for both teachers and classified staff during the summer. The targeted professional growth opportunity will include a focus on supporting EL, low-income, homeless, and Foster Youth and will be designed through a collaborative planning process that will prepare teachers to implement a new History/Social Studies curriculum, adaptive reading and math intervention software, and changes in policies, practices, or procedures. Funding: LCFF Educator Effectiveness Block Grant</td>
<td>$72,000.00</td>
<td>Yes</td>
</tr>
<tr>
<td>3.9</td>
<td>School Year Kickoff Event</td>
<td>A new school year provides the opportunity to start with a “clean slate” and an agenda for renewal. Renewal begins with the events that kick-off the new school year. Creating an optimistic mood and a sense of excitement requires participatory activities that highlight: 1. the value of stakeholders and the critical role they play 2. an exciting agenda for renewal 3. plans for making renewal a reality 4. new opportunities for stakeholder participation and taking on leadership roles Components of Kick-off event: 1. Keynote speaker 2. Celebratory and Relationship-building 3. Focus on Mission and Vision</td>
<td>$15,000.00</td>
<td>No</td>
</tr>
<tr>
<td>3.10</td>
<td>Ongoing Science Funding</td>
<td>Ongoing NGSS Science funding for instructional materials such as laboratory supplies, ancillary science resources, addition of new</td>
<td>$30,000.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<td></td>
<td>equipment, science program software, and the replacement of outdated/broken equipment Funding: LCFF Title IV</td>
<td>$735,000.00</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3.11</td>
<td>English Learner Supports</td>
<td>BUSD will continue to provide integrated English Language Development instruction for students who are English Learners and will continue to provide support for student's English proficiency and reclassification. Teachers and staff will focus on increasing the achievement of English Learners by: 1. implementing the California English Language Development (ELD) Standards 2. providing support for leveled ELD instruction to target proficiency levels 3. providing targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, ELPAC and alternative assessments 4. providing follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists on coaching and support of EL instructional strategies Funding: Title I LCFF</td>
<td>$735,000.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Action 
**3.12** Summer Learning Loss Recovery Program  
BUSD will implement a Summer Learning Loss Recovery Program in grade TK-12. The plan will include targeted instruction in ELA and Math supports. The plan consists of an intentional focus on Tier 3 unduplicated students and students with unique needs.

**Funding:**
- LCFF
- ELOP Grant

<table>
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<tr>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>$160,000.00</td>
<td>Yes</td>
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</table>

### Action 
**3.13** After-School Program  
BUSD will implement an After-School Program in grades TK-12. The plan will include targeted instruction in ELA and Math supports. The plan includes an intentional focus on Tier 3 unduplicated students and students with unique needs.

**ELO-P**

<table>
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<tr>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>$405,000.00</td>
<td>Yes</td>
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</table>

### Goal Analysis [2022-23]
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.

3.1 and 3.2 BUSD has continued a targeted focus on ELA and math academic achievement. Using tools such as iReady, Lexia, and writing assessments, teachers have identified students at varying levels of achievement and have leveraged resources such as ST Math, Lexia Core 5 and Power Up, and iReady to provide individualized instruction to address students' needs and support growth. We saw impressive growth from Fall 21-22 to Winter 21-22 in iReady math and reading scores in K-8. In math, students demonstrated an increase from 23% proficient to 41% proficient. In reading, students demonstrated an increase from 36% proficient to 58% proficient. BUSD did not hire additional staff to provide push-in small-group intervention. We are expanding our work with the CLSD Uplift Literacy Grant with SDCOE and will be adding another Literacy Coach this year to support our efforts with small group intervention. We have also formed a BUSD Literacy Team to define and implement a common approach to literacy instruction. Our teachers in TK-5 will be using ESGI software beginning next year for assessment and progress monitoring of literacy skills. We are also purchasing Newsela ELA for grades 6-8 to enhance our ELA curriculum with relevant, engaging content that is scaffolded for diverse levels and backgrounds.
### 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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Budgeted Amount</th>
<th>Actual Amount</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Intensive Tier 2 &amp; 3 Literacy</td>
<td>$118,000.00</td>
<td>$141,000.00</td>
<td>$23,000.00</td>
</tr>
<tr>
<td>3.4 Professional Development</td>
<td>$90,730.00</td>
<td>$90,730.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3.5 Special Education Professional Development</td>
<td>$23,895</td>
<td>$7,840.00</td>
<td>$16,055.00</td>
</tr>
<tr>
<td>3.8 Summer Institute</td>
<td>$52,000.00</td>
<td>$60,000.00</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>3.9 School Year Kickoff Event</td>
<td>$45,000.00</td>
<td>$45,000.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3.10 Ongoing Science Funding</td>
<td>$73,177.13</td>
<td>$73,177.13</td>
<td>$0.00</td>
</tr>
<tr>
<td>3.11 English Learners Support</td>
<td>$455,000.00</td>
<td>$580,000.00</td>
<td>$24,000.00</td>
</tr>
<tr>
<td>3.12 Summer Learning Loss Recovery</td>
<td>$203,000.00</td>
<td>$203,000.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

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

3.1 and 3.2 BUSD has continued a targeted focus on ELA and math academic achievement. Using tools such as iReady, Lexia, and writing assessments, teachers have identified students at varying levels of achievement and have leveraged resources such as ST Math, Lexia Core 5 and Power Up, and iReady to provide individualized instruction to address students' needs and support growth. We saw impressive growth from Fall 21-22 to Winter 21-22 in iReady math and reading scores in K-8. In math, students demonstrated an increase from 23% proficient to 41% proficient. In reading, students demonstrated an increase from 36% proficient to 58% proficient. BUSD did not hire additional staff to provide push-in small-group intervention. We are expanding our work with the CLSD Uplift Literacy Grant with SDCOE and will be adding another Literacy Coach this year to support our efforts with small group intervention. We have also formed a BUSD Literacy Team to define and implement a common approach to literacy instruction. Our teachers in TK-5 will be using ESGI software beginning next year for
assessments and progress monitoring of literacy skills. We are also purchasing Newsela ELA for grades 6-8 to enhance our ELA curriculum with relevant, engaging content that is scaffolded for diverse levels and backgrounds. BUSD ELA and math SBAC scores are in the "medium" range, outperforming the state in both areas. Though we are outperforming the state in both ELA and math we have several groups in the Very Low category and 4 groups in the Low categories.

3.4 Professional development opportunities this year have included, but were not limited to, trauma informed practices, Orton-Gillingham early literacy strategies, alignment of assessments and curriculum, implementation of History/Social Science pilot programs and of new science curriculum, Panorama SEL platform, Jane Schaffer writing program, Lexia Core 5 and Power Up strategies and usage, and iReady best practices.

3.5 We have increased our funding for SPED professional development, and under the guidance of our new Director of Special Education, we are continuing to focus on a more comprehensive and consistent approach to IEP goal development and on inclusive and best practices for developments and implementation of IEPs.

3.6 BUSD continued our work on a comprehensive K-12 writing program to increase alignment and coherence in our approach to the instruction and evaluation of writing across the curriculum.

3.11 Our BUSD English Learner coordinator has worked extensively this year with EL resource teachers at all school sites to provide guidance and direction on the services we are providing our English Learners through both integrated and designated ELD and to align these services with the California English Learner Roadmap. Our team has collaborated to revise our reclassification criteria to be aligned to our district assessments, and this new criteria has been in place and has been utilized this year. Our English Learner students have shown impressive progress this year, and our reclassification rate increased from 6% to 9.3%.

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.

3.1 and 3.2 BUSD has continued a targeted focus on ELA and math academic achievement. Using tools such as iReady, Lexia, and writing assessments, teachers have identified students at varying levels of achievement and have leveraged resources such as ST Math, Lexia Core 5 and Power Up, and iReady to provide individualized instruction to address students’ needs and support growth. We saw impressive growth from Fall 21-22 to Winter 21-22 in iReady math and reading scores in K-8. In math, students demonstrated an increase from 23% proficient to 41% proficient. In reading, students demonstrated an increase from 36% proficient to 58% proficient. BUSD did not hire additional staff to provide push-in small-group intervention. We are expanding our work with the CLSD Uplift Literacy Grant with SDCOE and will be adding another Literacy Coach this year to support our efforts with small group intervention. We have also formed a BUSD Literacy Team to define and implement a common approach to literacy instruction. Our teachers in TK-5 will be using ESGI software beginning next year for assessment and progress monitoring of literacy skills. We are also purchasing Newsela ELA for grades 6-8 to enhance our ELA curriculum with relevant, engaging content that is scaffolded for diverse levels and backgrounds. To build capacity and sustainability, next year we will focus on developing and utilizing our site intervention teams to identify our students in need of Tier 2 and Tier 3 support, and we will focus on systems for creating and monitoring interventions using data-informed decision making. The purchase of Lexia Software and an allocation of an Intervention teacher's salary is projected to be $118,000.00. This is $23,000.00 more than the budgeted amount.

3.3 BUSD has begun a collaboration with SDCOE on the CLSD Uplift Literacy Grant and has worked to define and begin implementation on a common approach to literacy instruction. In addition, BUSD has continued its focus on equity and inclusion through a collaboration with
SDCOE to develop a districtwide Equity and Inclusion Team and Plan focused on cultural diversity, different backgrounds and cultural identity to mitigate racial disproportionality and to involved margined groups such as English Learners, Foster Youth, Homeless, and Low Income students. Emphasis and work on actions 2.11 and 3.2 have subsumed action 3.3.

3.4 Professional opportunities this year have included, but were not limited to, trauma informed practices, Orton-Gillingham early literacy strategies, alignment of assessments and curriculum, implementation of science pilot programs, Panorama SEL platform, Jane Schaffer writing program, Lexia Core 5 and Power Up strategies and usage, and iReady best practices.

3.5 Professional opportunities this year have included, but were not limited, Orton-Gillingham early literacy strategies, alignment of assessments and curriculum, and trauma informed practices. We also conducted training in IEP goal development specific to our English Learner students who have IEPs. We have increased our funding for next year for SPED professional development, and under the guidance of a new Director of Special Education, we will focus on a more comprehensive and consistent approach to IEP goal development and on inclusive and best practices for developments and implementation of IEPs.

3.6 BUSD continued our work on a comprehensive K-12 writing program to increase alignment and coherence in our approach to the instruction and evaluation of writing across the curriculum. The district will be increasing professional development for literacy instruction and has decreased the allocation for the implementation of the district writing program due to the significant progress made last year.

3.8 Our summer institute traditionally provides teachers with the opportunity to learn new skills, implement new curriculum, and to collaborate with their peers on best practices in teaching and learning. We have increased the funding for this important professional development and collaboration opportunity. With a new History/Social Science adoption this year, we will provide training for K 8 teachers in their new curriculum, along with providing training in intervention programs and in SEL. We are also providing space for individual schools to address site-based priorities and needs during the summer institute.

3.9 BUSD values the development of our district culture and community and sees the importance of creating an optimistic mood and sense of excitement, unity, and purpose among our collective educational partners. We have increased our allocation for a school year kickoff event that will help lay the foundation for our annual focus, mission, and vision.

3.10 The district purchased rolling science labs/carts for our middle school science program last year. The allocation for this action has been decreased by $20,000 and these items have been removed from this action, as the labs/carts have been acquired.

3.11 Our BUSD English Learner coordinator has worked extensively this year with EL resource teachers at all school sites to provide guidance and direction on the services we are providing our English Learners through both integrated and designated ELD and to align these services with the California English Learner Roadmap. Our team has collaborated to revise our reclassification criteria to be aligned to our district assessments, and this new criteria has been in place and has been utilized this year. The estimated salaries for Bilingual Paraprofessionals and ELD Teachers exceed the budgeted amount of $455,000.00; therefore, the allocation has been increased for next year.

3.12 BUSD is increasing our opportunities for summer learning loss recovery and enrichment. In addition to supporting the secondary sites with providing credit recovery and acceleration opportunities, we are using our Expanded Learning Opportunities Program funding to ensure we meet the requirements of the grant, especially with the focus on serving the needs of our unduplicated pupils.

3.13 We have increased the funding for our after school program due to the Expanded Learning Opportunities Program funds that we are receiving. We have developed an ELO-P plan aligned with our UPK plan and goals to address the needs of our students that is being approved and implemented beginning this summer.
A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
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</thead>
<tbody>
<tr>
<td>1,848,808</td>
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</table>

| 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 |
|----------------------------------------------------------|----------------------------------------------------------|
| 8.18%                                                   | 0.00%                                                   | $0.00                      | 8.18%                                                   |

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

**Required Descriptions**

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

The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in this plan's Goals, Actions & Services section. The contributing actions listed below are intended to support and enhance the progress of our unduplicated students through targeted intervention and socio-emotional support. The contributing actions are:

**Goal 1, Action 6: Career Technical Education.** BUSD is committed to CTE Pathways because the district understands how students who benefit from the program, especially low-income students, are more likely to graduate from high school and enroll in postsecondary education. CTE reduces dropout and increases on-time graduation. The new Counselor on Special Assignment will focus on CTE and Early College programs, with specific emphasis on low-income students and English Learners. Career and Technical Education pathways offer tangible benefits to low-income students and English Learner students, providing them with practical skills and specialized training that can lead to well-paying jobs and economic mobility. These pathways also offer language acquisition support and culturally responsive instruction, supporting English Learner students to develop language proficiency and bridge the achievement gap while gaining marketable skills for future career success.
Goal 1, Action 8: I-Ready Assessments and Listenwise Program. The implementation of these programs will help to evaluate the needs of English Learners and monitoring the student's progress.

Goal 1, Action 9: Support Adequate Access to Technology. BUSD will prioritize access to current technology for unduplicated students, including English Learners, low-income students, homeless, and foster youth to ensure equitable access and academic success.

Goal 2, Action 1: DELAC Parent Supports including engagement, training and services for parents

Goal 2, Action 2: English Learner reclassification recognition events-intervention and support systems, increased communication, monitoring and recognition of increased outcomes and reclassification

Goal 2, Action 3: Family Engagement. Improving family engagement has positive impacts on the academic success of diverse student groups, including Native American, English Learner, Foster Youth, and Homeless families, by fostering a supportive and inclusive educational environment where families are involved in decision-making processes and student support services. By promoting active involvement of families, BUSD can effectively address the unique needs and challenges of these student populations, ensuring culturally responsive education, increased attendance, improved academic performance, and enhanced social-emotional well-being for a more equitable and inclusive learning experience.

Goal 2, Action 6: Multi-Tiered System of Supports (MTSS). The MTSS will monitor students systematically and provide targeted interventions to high needs students such as the homeless, English Learners & Foster Youth that demonstrate academic, social emotional or behavioral needs.

Goal 2, Action 9: Native American, English Learner, Foster Youth, and Homeless High School Graduation Supports- Monitoring, supporting and recognizing achievement and progress for unduplicated pupils and individuals with exceptional needs

Goal 2, Action 10: Foster Youth Support- targeted support systems and monitoring of progress in academics, social emotion outcomes such as connectedness, attendance monitoring and intervention, behavioral outcomes

Goal 2, Action 11: Equity and Inclusion. The Equity and Inclusion plan is focused on the cultural diversity, different backgrounds and cultural identity to mitigate racial disproportionality and to involve margined groups such English Learners, Forster Youth, Homeless and Low Income students.

Goal 2, Action 12: Student Health Support. The district will continue to provide health services to high need students. Including vision and hearing testing. LCFF Supplemental funding associated with this action enable the district to have these services available to the unduplicated students.

Goal 2, Action 13: Transportation Services. The district will continue to provide free/reduced transportation services to support Low income, Homeless, Foster Care, Native American and Migrant Students.

Goal 3, Action 1: Intensive Tier 2 & 3 Math Support- support with intervention teachers, intervention paraprofessionals, software to identify and support at-risk students in math. Targeted intervention programs like ST Math, STAR Math, and Freckle math effectively meet the academic needs of low-income students, foster youth, English learners, and students with special needs by providing individualized and adaptive instruction tailored to their unique learning profiles. These programs offer engaging and interactive learning experiences that allow
students to progress at their own pace, build foundational math skills, and receive targeted support and feedback, ultimately enhancing their mathematical proficiency and overall academic success.

Goal 3, Action 2: Intensive Tier 2 & 3 Literacy Support- support with intervention teachers, intervention paraprofessionals, software to identify and support at-risk students in literacy. Targeted intervention programs such as iReady, STAR Reading, ESGI, Lexia, and Newsela effectively address the academic needs of low-income students, foster youth, English learners, and students with special needs by offering personalized learning experiences and tailored instruction in areas like reading, language skills, and overall literacy development. These programs provide adaptive assessments, targeted interventions, and differentiated instruction, allowing educators to identify individual learning gaps, provide specific interventions, and track progress over time, ensuring that each student receives the necessary support to succeed academically and reach their full potential.

Goal 3, Action 3: District Equity and Literacy Leaders- will ensure the continued growth and improvement of services and literacy skills for all staff and students, including English Learners, Native Americans, Homeless and other subgroups in their needs of reading and writing.

Goal 3, Action 8: Summer Institute. This professional development will include a focus on supporting English Learners and Foster Youth, preparing teachers for the implementation of the new curriculum and the connection with these disadvantaged groups.

Goal 3, Action 11: English Learner Supports. The district will continue to provide support for student's English proficiency and reclassification through EL Specialist and support staff.

Providing and monitoring college/career pathways for low-income, foster youth, English learners and students with unique needs.

Goal 3, Action 12: BUSD will implement a Summer Learning Loss Recovery Program in grades K-12. The plan will include targeted instruction in ELA and math supports. The plan consists of an intentional focus on Tier 3 unduplicated students and students with unique needs.

Goal 3, Action 13: After School Program. The implementation of an After School Program includes an intentional focus on unduplicated students and increasing the services to students with unique needs.

All actions and expenditures marked as contributing to increased or improved services were developed, focusing on the needs, conditions, or circumstances of our unduplicated population, considering the actions design, content, method, and location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Bonsall Unified School District meet the LEA LCAP goals and the identified needs of the unduplicated student groups.

In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 to describe each specific action’s language because each response is unique and particular to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan to better understand the rationale behind each unique districtwide action. Many of these actions and services are being performed on a schoolwide or districtwide basis to increase their overall efficiency and effectiveness.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

BUSD is required to increase or improve services for English learner students, foster youth, homeless and low income students by 6.78% as described in detail above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services to all students.

Goal 1 Action 1, 2, 3, 9, 10, 11: Addressing basic services and academic achievement for Native American, English learners, foster youth, low income, and/or students experiencing homelessness

Goal 2 Action 6, 9, 10, 11: Addressing social emotional well being for Native American, English learners, foster youth, low income, and students experiencing homelessness.

Goal 3 Action , 3, 5, 8, 11, 12, 13: Addressing academic gaps for Native American, English learners, foster youth, low income, and students experiencing homelessness.

The following actions are limited to Unduplicated Student Groups (English Learners).

Goal 2 Action 1. DELAC Parent Support. BUSD will strengthen the supports and services for parents of English Learners by providing:
1. PIQE Family engagement workshop.
2. K-12 Parent Engagement in Education Program.
3. Early Childhood Development Program.
4. Early Literacy Program.
5. DELAC Meeting support.
6. Increase translation services.
7. Increase engagement technology.

Goal 2 Action 2. English Learner Reclassification Recognition events. BUSD will host district-level reclassification recognition events for students and families.

Goal 3 Action 11. English Learner Supports. BUSD will continue to provide integrated English Language Development instruction for students who are English Learners and will continue to provide support for student's English proficiency and reclassification.

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.

N/A
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<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
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<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
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<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
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### 2023-24 Total Expenditures Table

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<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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<tbody>
<tr>
<td>Totals</td>
<td>$3,793,384.00</td>
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<td>$911,634.00</td>
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<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
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### 2023-24 Contributing Actions Table

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<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
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**Totals by Type**

- **Total LCFF Funds**: $2,338,440.00
- **LEA-wide Total**: $1,413,940.00
- **Limited Total**: $717,500.00
- **Schoolwide Total**: $207,000.00
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<th>Location</th>
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<th>Planned Percentage of Improved Services (%)</th>
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### 2022-23 Annual Update Table

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<th>Prior Action/Service Title</th>
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<th>Last Year's Planned Expenditures (Total Funds)</th>
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Totals

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## 2022-23 Contributing Actions Annual Update Table

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<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
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### Notes:

- **6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):**
  - Estimated amount for 2022-23.

- **7. Total Estimated Expenditures for Contributing Actions (LCFF Funds):**
  - Total estimated expenditures for the contributing actions.

- **8. Total Estimated Percentage of Improved Services (%):**
  - Total estimated percentage of improved services.

- **Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4):**
  - Difference between planned and estimated expenditures.

- **Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8):**
  - Difference between planned and estimated percentage of improved services.
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<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
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### 2022-23 LCFF Carryover Table

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<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22,052,035</td>
<td>1,701,095</td>
<td>.25%</td>
<td>7.96%</td>
<td>$1,961,875.11</td>
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<td>8.90%</td>
<td>$0.00</td>
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</tr>
</tbody>
</table>
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 (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

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

- **Accountability and Compliance**: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

**Plan Summary**

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

**Requirements and Instructions**

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**
Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

Goals and Actions

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

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

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

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

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

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

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

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

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

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

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

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

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

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

**Measuring and Reporting Results:**
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>

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

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

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

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

**Goal Analysis:**

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

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

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

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

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

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

#### Purpose

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

#### Requirements and Instructions

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

**For School Districts Only:**

**Actions Provided on an LEA-Wide Basis:**

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

**Unduplicated Percentage < 55 percent**: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Actions Provided on a Schoolwide Basis:**
School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required
description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and
effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:**
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

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

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

**Data Entry Table**

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8). See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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

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

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

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

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

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

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

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

- If “Yes” is entered into the Contributing column, then complete the following columns:
  
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
• **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

**Calculations in the Action Tables**

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

**Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

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

**Contributing Actions Annual Update Table**

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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
7. Total Estimated Actual Expenditures for Contributing Actions
   - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

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

5. Total Planned Percentage of Improved Services (%)
   - This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)
   - This amount is the total of the Estimated Actual Percentage of Improved Services column

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

**LCFF Carryover Table**

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
   - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

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

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
   - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

   The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  
  This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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