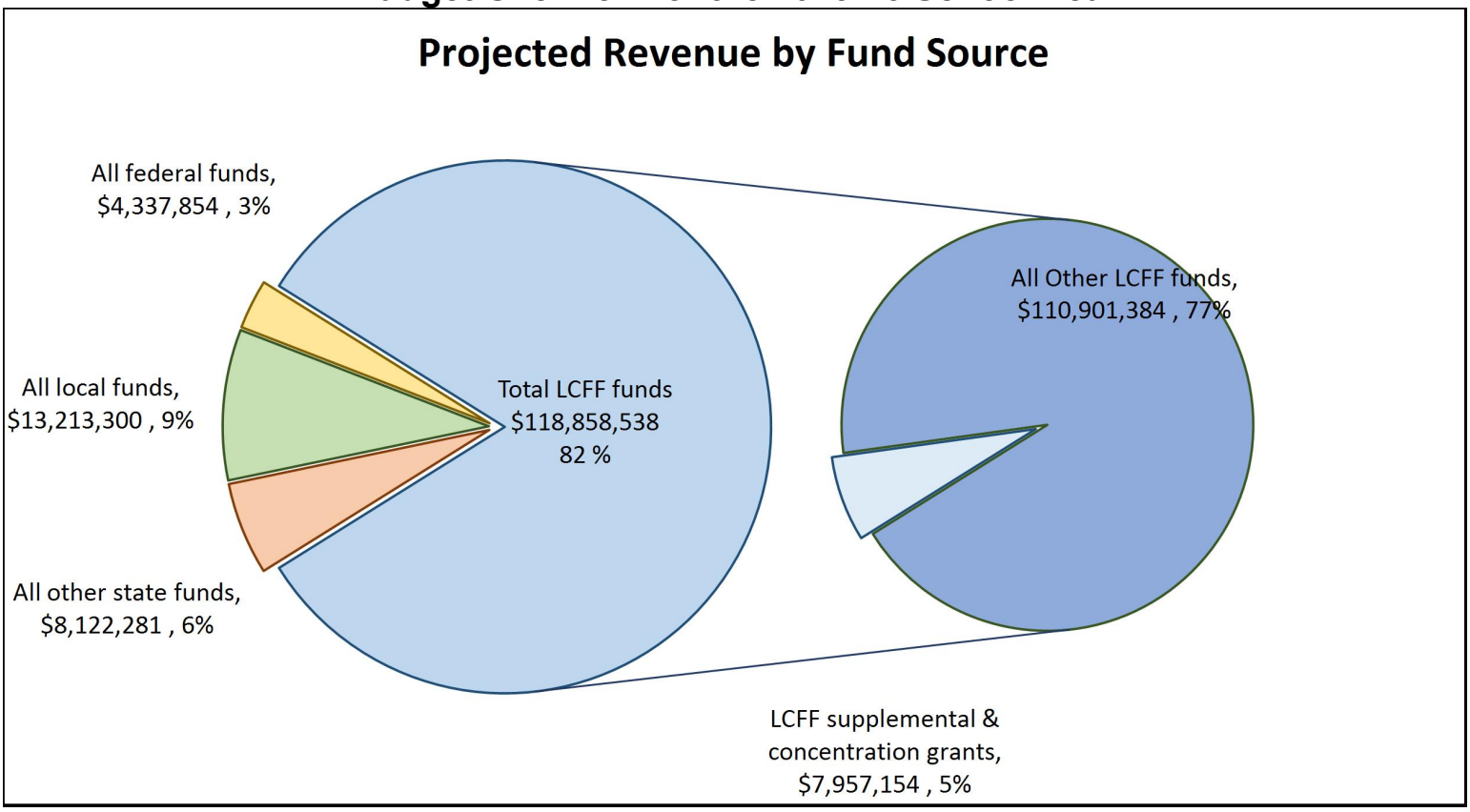
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonita Unified
CDS Code: 19643290000000
School Year: 2025-26
LEA contact information:
Matthew Wien
Superintendent
wien@bonita.k12.ca.us
(909) 971-8200

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

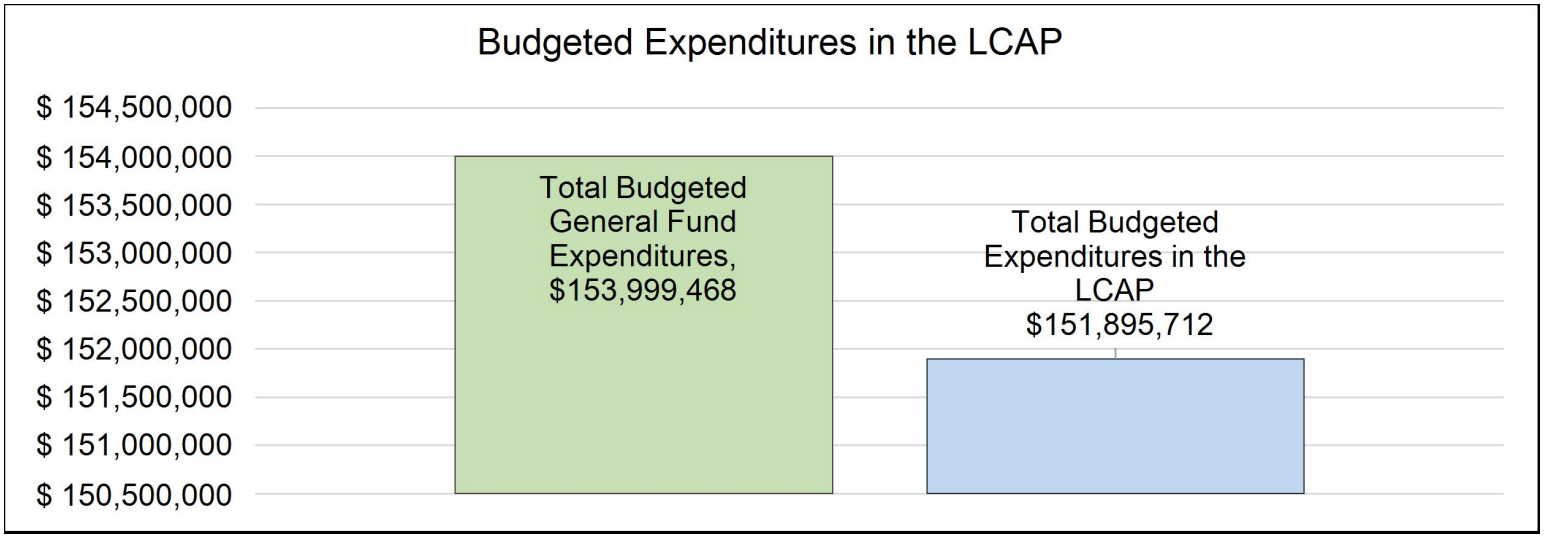


This chart shows the total general purpose revenue Bonita Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bonita Unified is $144,531,973, of which $118858538 is Local Control Funding Formula (LCFF), $8,122,281 is other state funds, $13,213,300 is local funds, and $4,337,854 is federal funds. Of the $118858538 in LCFF Funds, $7,957,154 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Bonita Unified plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bonita Unified plans to spend $153,999,468 for the 2025-26 school year. Of that amount, $151,895,712 is tied to actions/services in the LCAP and $2,103,756 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

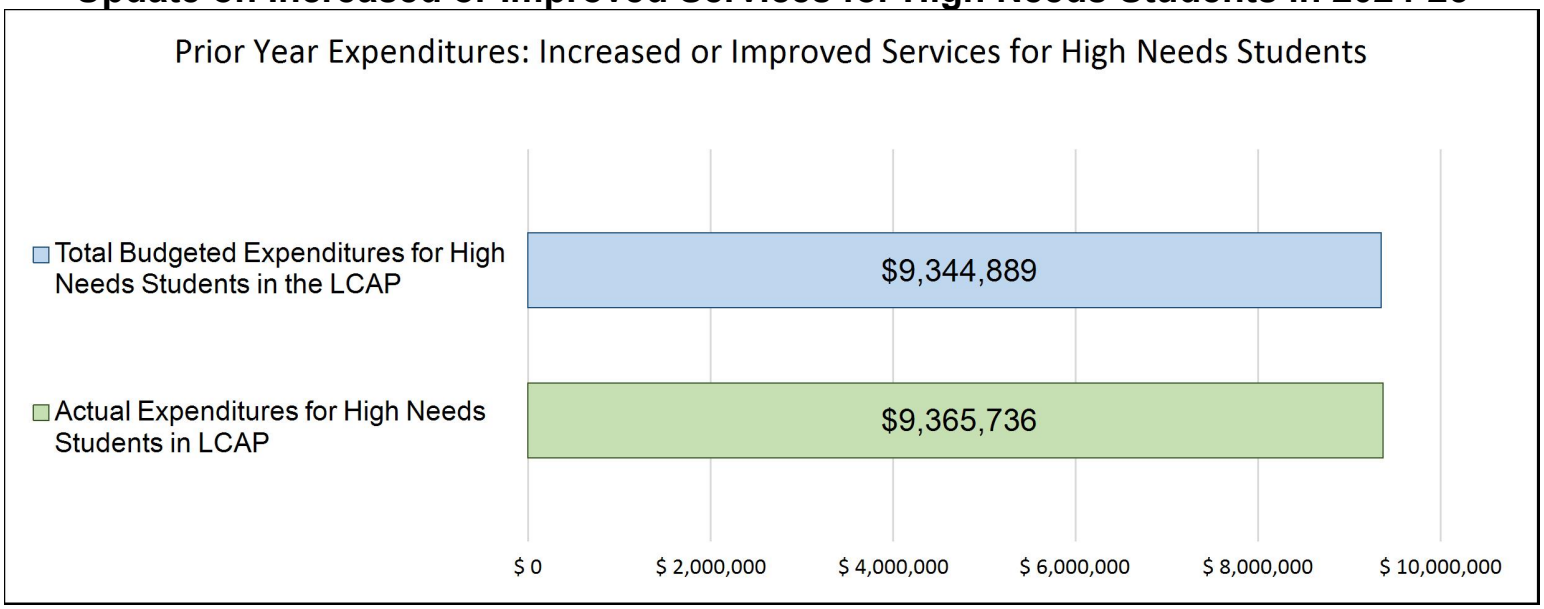
Expenditures that will be funded through one-time grants and donations are not included.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bonita Unified is projecting it will receive $7,957,154 based on the enrollment of foster youth, English learner, and low-income students. Bonita Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Bonita Unified plans to spend $8,687,886 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Bonita Unified's LCAP budgeted $9,344,889 for planned actions to increase or improve services for high needs students. Bonita Unified actually spent $9,365,736 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Bonita Unified School District in San Dimas, California serves a diverse student body of approximately 10,000 students in the communities of San Dimas and La Verne in grades TK through 12, and an Adult Transition program. Programs are delivered in eight elementary schools, two middle schools, two comprehensive high schools, one continuation high school, and an alternative program serving a variety of needs. Our schools have won numerous awards for excellence including California Distinguished School designations, Model Continuation High School designation, and National Blue Ribbon designations. The district is characterized by its strong academic achievements and a commitment to inclusive education, despite facing challenges. Economically disadvantaged students make up 34.8% of the population, with 5.2% classified as English learners and 0.5% as foster youth. These demographics underscore the district's focus on equitable education access. Performance indicators highlight success and areas of concern.

Academic performance remains robust:
-English Language Arts: Students scored 54.5 points above standard, improving by 3.1 points.
-Mathematics: Students scored 21.1 points above standard, with an 8.3 point increase.
-English Learner Progress: 55.6% made progress toward proficiency, an increase of 9.3% over the prior year.
-College/Career Readiness: 65.8% of students are well-prepared, a .1% increase over the prior year.
-There were no student subgroups identified in the red performance area for academics during the 2024-2025 school year.
-The district meets all local indicators, demonstrating effective implementation of academic standards, broad course access, and strong community engagement.

Engagement metrics have show improvement:
-Chronic Absenteeism: 12.4% of students are chronically absent, which represents an 8.3% decline. We are encouraged by the substantial improvement, but more work is needed to reduce the overall percentage.
-Graduation Rate: 96.6% of student graduated, which represents a .8% improvement.

The Conditions and Climate metric remained stable, with 2.8% of students suspended at least one day.

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

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

Reflections: Annual Performance

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

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

In 2024, BUSD continued to demonstrate progress on dashboard indicators, and we are particularly encouraged by the narrowing of achievement gaps in many areas. Overall performance in language arts continued to climb, with 72.5% of students scoring proficient in English Language Arts and 60.5% of students scoring proficient in math. Science scores improved as well, with 45.7% of students scoring proficient on this assessment. Overall, the number of red indicators on the dashboard declined from 28 to 19, reflecting progress made as well as the continued work that is needed. Vista school continues to be eligible for Equity Multiplier funding, and Chaparral continues to be eligible for CSI funding. The district is not eligible for differentiated assistance.

Substantial progress was made in school attendance with the overall rate of chronic absenteeism declining from 20.7% to 12.4%. Likewise, red dashboard areas declined from 11 to just 2 in this area.
Progress was less consistent in suspension, with the district rate remaining constant. The number of red dashboard indicators for suspension also remained constant at 6. Although work has been done in this area, outcomes have been slow to change and indicate that more work is needed.

2023 Dashboard Data continues to drive this plan:
Challenges: District-Wide Student Groups
Bonita USD has identified three student groups that received the lowest rating on one or more indicators on the 2023 dashboard:
1. Foster youth (FY) demonstrated very low academic performance in both English Language Arts and Mathematics

2. Filipino (FI) students demonstrated very low performance in school engagement due to high chronic absenteeism
3. Homeless (HO) students demonstrated very low performance in school climate due to high rates of suspension.

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

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

The following actions were developed in this three year plan to address the lowest performance indicators from the 2023 Dashboard: Action 1.1- Data Driven Continuous Improvement (ELA ,math, college and career), Action 1.2- Communities of Practice (ELA, math, college and career), Action 1.3- RTI/ MTSS (ELA ,math, college and career), Action 1.4- Intervention Personnel (ELA ,math, college and career), Action 1.5 Supplemental Intervention (ELA ,math, college and career), Action 1.12 Support for FY and Homeless- Liaisons and Support Services (ELA & math for FY), Action 1.16 Chap CSI (ELA ,math, college and career for Chaparral), Action 1.17 Academic Performance: Subgroups (ELA ,math, college and career), Action 2.2- Staffing to Improve Graduation Rates college and career), Action 2.5 Professional Development (ELA ,math, college and career), Action 3.5 Chronic Absenteeism: Subgroups (chronic absenteeism), Action 3.9 Suspension: Subgroups (suspension).

BUSD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds that will be reflected in this plan.

Our needs assessment indicates that there are significant needs in CAASPP ELA proficiency (metric 1.1) for English learners and low income students as well as significant needs in CAASPP math proficiency (metric 1.2) for English learners. In response, the district will use LREBG funds to support intervention personnel (action 1.4). Our reading intervention program has demonstrated renowned success, with BUSD recognized as the number one district in California for 3rd grade, low income, LatinX student achievement for the past three years. Other intervention programs across the district are now modeled after this program. This action is aligned with allowable fund uses in the area of small group learning supports provided by certificated or classified staff.
In response to the same needs, the district will also use LREBG funds to support Teachers on Special Assignment (action 2.7)- TOSAs provide instructional coaching that improves teacher practice and student outcomes (source: Annenberg Institute), and teachers report that coaching improves their understanding of state standards and frameworks, allowing them to better support student mastery. This action is aligned with allowable fund uses in the area of providing professional development and coaching related to the ELA and math frameworks as well as integrating other evidence-based pupil supports.

Our needs assessment also indicates that there are significant needs in CAASPP ELA proficiency (metric 1.1), CAASPP math proficiency (metric 1.2), and completion of a-g requirements (metric 1.5) for students at Chaparral High School. In response, the district will use LREBG funds to support Chaparral CSI (action 1.16)- Research indicates that continuation schools often struggle to implement effective interventions, but must provide individualized support, foster positive relationships, and address the root causes of students' challenges to improve their academic and social well-being (source: WestEd). Funds will be used to support the implementation of the CSI plan, including the specific actions of professional development in implicit bias, differentiation strategies, and expanded access to counseling supports as well as online and blended learning opportunities. This action is aligned to allowable uses of LREBG funds, including integrating evidence-based pupil supports to address other barriers to learning and access to instruction for credit-deficient pupils.

Our needs assessment further indicates that there are significant needs in chronic absenteeism (metric 3.2) and the suspension rate (metric 3.6) , with disparate outcomes in these metrics for low income and foster youth students. In response, the district will use LREBG funds to provide behavior interventionists (action 3.8), mental health support specialists (action 3.11), and nursing supports (action 3.17). Research demonstrates that students from low income and foster backgrounds are more likely to experience trauma inducing events, and schools can successfully support students through behavior interventionists (source: CPI), dedicated mental health staff (source: CASC), and managing wellness and chronic conditions (source: NASN). These actions are aligned with allowable uses of LREBG funds by integrating evidence-based pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address pupil trauma and social-emotional learning.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

2024-2025 Update:
District personnel have worked with the school team to identify strengths and needs for the first year of the CSI plan. Support is needed to expand the team's use of tiered academic interventions and disaggregation of data. The team would like to continue to expand access to online and blended learning programs which can accelerate credit recovery. In addition, the team will implement evidence-based strategies as recommended by and with the support of district personnel:
-- Continuous improvement cycle, including regular data chats and progress monitoring. When teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance (Safer & Fleischman, 2005).
-- Professional Development for Universal Design for Learning/ Differentiation Strategies. Implementation of UDL and differentiation strategies can support the staff's capacity meet two prevailing areas of need in continuation school settings: the wide range of student ability levels (CAST, 2025) and to decreases the barriers to learning that continuation school students have encountered in other settings (Rose & Meyer, 2002).
-- Implicit Bias Training, which can foster a more inclusive learning environment and build relationships that support students to thrive (NIH, 2024).

Monitoring and Evaluating Effectiveness

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

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

2024-2025 Update:
The updated plan for monitoring and evaluation will include a comprehensive data review of students meeting graduation requirements, FAFSA completion, participation in college/ career activities, and analysis of school climate survey data. It will also include support for classroom walkthroughs, coaching, and WASC alignment.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged through several processes. First, the California School Staff Survey was distributed to all staff members. In addition, school principals share LCAP and related school plan components throughout the year at leadership team meetings, staff meetings, and team meetings that solicit input. Finally, teachers participate in a departmental groups and focus groups that meet directly with district personnel and serve as leadership for their grade levels, departments, and schools. Together, these groups allow BUSD to incorporate teacher perspectives and insights into how we use district resources to support our students. Dates vary- monthly school leadership team meetings at sites Dates vary- monthly staff meetings at sites Departmental and Focus Group Meetings: September 10, 2024-Ethnic Studies Work Group September 17, 2024-Elementary Math Focus Group October 23, 2024-Elementary English Language Arts Focus Group October 24, 2024-Elementary English Language Arts Focus Group December 11, 2024-Bonita HS ELA Working Group January 14, 2024-Middle School ELA Work Group January 15, 2025-Elementary English Language Arts Focus Group January 22, 2025-Elementary Math Focus Group January 28, 2025-Elementary English Language Arts Focus Group February 5, 2025-Middle School Math Focus Group February 24, 2025-Ethink Studies Work Group February 27, 2025-Elementary Math Focus Group

Educational Partner(s)	Process for Engagement
	March 3, 2024-Middle School Math Focus Group April 10, 2025-Elementary English Language Arts Focus Group March 3-31, 2025- California School Staff Survey (WestEd) May 20, 2025-Middle School Math Focus Group
Principals	During principal meetings, feedback is gathered from school leaders to evaluate and inform the district's strategic goals. These data-driven discussions allow us to share feedback from other groups and incorporate principals' perspectives and insights to identify potential goals and actions. Primary topics discussed are included with dates here: July 24, 2024- LCAP, SPSA/ ATSI, and Implementation of State Standards for new administrators September 12, 2024- Plans for LCAP goal one- data driven instructional improvement September 19, 2024- Implementation of state standards/ core and supplemental instructional materials October 10, 2024- EL/ LTEL Needs, Homeless student supports October 16, 2024- EL/ LTEL Needs, Homeless student supports November 14, 2024- EL/ LTEL, Attendance incentives November 21, 2024- EL/ LTEL, Staff development planning, data driven instructional improvement December 12, 2024- Update on LCAP goal one- data driven instructional improvement, School safety plans January 16, 2025- LCAP/ SPSA Alignment January 23, 2025- TOSA goals and utilization, CCGI February 13, 2025- LCAP/ SPSA data, Dashboard review, Supplemental and intervention materials February 20, 2025- LCAP and SPSA, CAST, PD for paraeducators March 13, 2025- LCAP/ SPSA Update, EL supports, Data driven instructional improvement, student goal setting related to SPSA and LCAP goals March 20, 2025- SPSA April 17, 2025- Staffing, Reading intervention and assessment April 24, 2025- Panorama SEL Data, instructional leadership and LCAP goal 1, CTE

Educational Partner(s)	Process for Engagement
Administrators	District and local agency administrators met throughout the development of the LCAP for strategic planning meetings to align resources to the needs of student groups: January 14, 2025- Meeting to discuss LCAP Mid Year Report. Participants: LCAP Committee state/federal programs and EL-related goals and actions: Ed Services Team February 4, 2025- Meeting to discuss LCAP SPSA alignment: Ed Services Team February 18, 2025- Meeting to discuss LCAP goal/ action progress and strengths/needs: Ed Services Team March 4, 2025- Meeting to discuss Equity Multiplier determination and plan: Ed Services Team April 22, 2025- Meeting to review LCAP data and identify strengths/ areas for improvement April 23, 2025- Anne Neal, Jessicka Mears and Scott Turner (SELPA Director)- District special education needs, annual determination. Discussed AA disproportionality in discipline and recommended supports. Discussed inclusion goals. April 28, 2025- Meeting to discuss secondary progress and needs, including CSI, Equity Multiplier. Participants: Jaymi Abusham, Kim Lawe May 8, 2025- Meeting to discuss the LCAP survey results / Participants: LCAP Committee May 9, 2025- Meeting to discuss West Ed survey results / Participants: LCAP Committee
Other School Personnel	Other school personnel participate in the California School Staff Survey and site-based leadership teams. Their feedback is used to inform goals and actions to meet the needs of our students. Site staff meet regularly with their school leadership to share their perspectives on school needs and goals. District staff meet regularly in department teams to engage in the same process. Information gathered from these groups is reviewed by district leadership to support alignment between school and district goals. Dates vary- monthly staff team meetings at sites Dates vary- weekly or monthly district departmental meetings

Educational Partner(s)	Process for Engagement
	March 3-31, 2025- California School Staff Survey (WestEd)
Local Bargaining Units	Local bargaining units participate in regular feedback meetings with district administration as part of the strategic planning process. Weekly meetings are held between the teachers' union president and superintendent/ assistant superintendents. In addition, formal feedback meetings were held to inform the strategic planning process on the following dates: September 19, 2024- CSEA Classified Employee Union Executive Board and Superintendent September 24, 2024- BUTA Teacher Union Executive Board and Superintendent November 12, 2024- BUTA Teacher Union Executive Board and Superintendent November 13, 2024- CSEA Classified Employee Union Executive Board and Superintendent January 21, 2025- BUTA Teacher Union Executive Board and Superintendent February 25, 2025- CSEA Classified Employee Union Executive Board and Superintendent March 10, 2025- BUTA Teacher Union Executive Board and Superintendent April 16, 2025- CSEA Classified Employee Union Executive Board and Superintendent May 13, 2025- BUTA Teacher Union Executive Board and Superintendent
Parents	Throughout the school year, parents are involved in a range opportunities to learn about the LCAP and district goals while also providing meaningful feedback to inform in district planning processes. Opportunities are designed to ensure participation from a wide range of groups, with specific effort made to reduce disparities in opportunities and outcomes. The timeline below does not reflect all opportunities, but includes a sample of those included throughout this school year: September 17, 2024- Parent Advisory Committee (PAC)

Educational Partner(s)	Process for Engagement
	October 16, 2024 - DAC/DELAC Meeting - included update on LCAP / Participants: DAC/DELAC Members, DO Administration November 12, 2024 - Parent Advisory Committee (PAC) Discussed enrollment, ADA, and funding. / Participants: PAC Members, DO Administration February 25, 2025- Parent Advisory Committee (PAC) March 3-31, 2025 - California School Parent Survey (WestEd) April 14-May 2, 2025 - District LCAP Survey window open; Emailed to parents via ParentSquare and to Staff via District email; posted on District website / Participants: Parents, Staff, and Community May 27, 2025 - Met with Parent Advisory Committee and reviewed LCAP / Participants: Parent Advisory Committee and DO Administration June 4-10, 2025 - Community Input--Shared draft plan and posted on the District website to elicit feedback / Participants: Students, Parents, Teachers, PTA, School Board, Community, School Site Council, District Advisory Committee, District English Language Advisory Committee, Employee Assoc. Leaders, Classified/Confidential, Administration, members from Business Services and Educational Services June 11, 2025, Board Hearing - Present the LCAP at the June Board meeting and hold a public hearing for comment/feedback. Participants: BUSD Board Members, Superintendent, District Office Administration, Community June 25- Local indicators Presentation to the Board and community June 25, 2025- Board Approval - BUSD Board votes on approval of the LCAP Participants: BUSD Board Members, Superintendent, District Office Administration, Community
Students	We continue to strive to include student voice in decisions that inform the district's strategic plan and the resulting LCAP. At the comprehensive high school sites, administration engages various student groups on campus to provide opportunities for student voice. San Dimas High School currently has the Integrity Team, which meets on the second Thursday of the month. This team of administrators, staff and students is committed to gathering student voices so that every student gets what they need to reach their potential. At Bonita

Educational Partner(s)	Process for Engagement
	High School, the House of Representatives meets once per month. Prior to these monthly meetings, an Executive Board of students meets with the administration to create the agenda and align to the district strategic planning process. The following week, the representatives from various grade levels and student groups meet to discuss the items on the agenda. Feedback from the groups is shared with the district executive team. May 7, 2025- One representative from each of the three high schools met with the district as the Student Advisory Committee. Data from parent and staff surveys were shared and students provided their perspectives. Draft goals and actions were shared and additional feedback was sought.
Equity Multiplier: Vista Opportunity School	In addition to the above, which were open to all educational partners in the Vista community, additional efforts were made to gather feedback to inform the Equity Multiplier focus goal. Vista parents were contacted directly by the school principal and asked to participate in a survey specific to the program's needs and goals. Teachers in the program reached out to individual families to ask for their participation. Students were also asked to participate in a survey specific to school needs. Students were also informally interviewed by school staff to seek greater feedback. Each of these processes allowed us to collect partner input to develop the equity multiplier goal and actions. Specific dates include: 2/25/25- Staff articulation meetings to review progress and identify strengths, needs, and proposed next steps April- May 2025- Student survey April- May 2025- Parent survey May 9, 2025- Met with Vista team to review partner feedback and identify next steps

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

Bonita Unified fosters engagement of its educational partners and greatly values the thoughts of our community. In order to ensure that full engagement of our community was achieved, BUSD incorporated a number of different strategies. First, meetings for our district parent groups and our associations were conducted both via Zoom and in-person to ensure full participation.

Bonita continued the use of a community survey to identify community priorities during Spring 2025 (n= 588):

Families shared the following information on their top priorities:
72% of families perceive that school safety and connectedness is a high priority to them
70% of families perceive that access to appropriate teachers, materials, and facilities is a high priority to them
These were the same priorities identified the prior year

When asked to provide feedback on BUSD goals from the prior three-year LCAP, families reported that they would like to see these goals prioritized:
81% of families would like us to maintain the high level of BUSD educational programs and extracurricular programs
65% of families would like us to continue to prioritize safety and welfare of staff and students
These were the same goals prioritized in the prior year

When asked to share which BUSD programs they value most, the top were:
55% reported that they most value after school extra curricular programs
52% reported that they most value counseling and mental health support
50% reported that they most value academic intervention programs
This reflects a change from the prior year, where performing arts was prioritized and counseling/ mental health was not

When asked to report what they perceive should be done to prepare more students to be career and college ready, the top responses were:
67% suggested guidance for college admission and financial aid
57% suggested increased CTE course offerings
56% suggested more opportunities for dual enrollment courses
Only CTE course offerings was repeated from the prior year survey

Families again participated in the 2025 California School Parent Survey (n= 1687):
93% of parents report that their schools keep them well informed (1% decline)
89% of parents agree that school staff treat parents with respect (1% decline)
89% of parents report that their schools keep them apprised of their child's progress between report cards (1% decline)
89% of parents agree that their schools are responsive to communication (no change)
88% of parents report that they are encouraged to be an active partner in their child's education (1% increase)
63% of parents agree that their schools actively seek parent input before making important decisions (1% increase)

Staff members again participated in the 2025 California School Staff Survey (n=379), in which they reported the following:

When asked to report on the student learning environment:
97% reported that schools help students when they need academic support (2% decline)
95% reported that they emphasize teaching lessons in a manner that is relevant to students (2% decline)
96% reported that schools promote academic success for all students (1% decline)
96% reported that schools motivate students to learn (1% decline)

96% reported that the school is a safe place for students (no change)
33% also reported that student behavior is a moderate to severe problem (4% decline)

When asked about the staff working environment:
91% of staff stated that the school is a safe place for staff (1% decline)
86% of staff stated that the school is a supportive and inviting place to work (no change)
89% of staff stated that the school is a clean and well-maintained facility (5% increase)
85% of staff stated that the school promotes personnel participation in decision-making (2% increase)
84% of staff stated that the school promotes trust and collegiality among staff (4% increase)

When asked about parent involvement:
97% of staff shared that school staff take parent concerns seriously (2% decline)
96% of staff shared that teachers communicate with parents about learning expectations (1% decline)
96% of staff shared that the school is welcoming and facilitates parent involvement (1% increase)
94% of staff shared that parents feel welcome to participate (1% decline)
93% of staff shared that the school encourages parents to be active partners (1% decline)

When asked about social emotional learning:
94% of staff reported that students are taught they can control their own behavior (no change)
94% of staff reported that the school encourages students to understand how others think and feel (1% increase)
94% of staff reported that the school helps students resolve conflicts with one another (2% increase)

The student advisory committee reviewed this data and provided additional feedback. They appreciate the wide range of programs offered at the comprehensive high schools and believe that they are supported to pursue their own goals. They also unilaterally value the CTE programs that are available to students. They believe their peers would take advantage of greater CTE offerings, including more seats in the cosmetology program as well as additional pathways in health related fields.
Each student also talked about the support they have received to be career and college ready. They appreciate weekly emails and workshops, but also expressed that they would like to see this content integrated into courses so that all students had access, rather than those who voluntarily attend workshops outside of the school day.
The student advisory committee also shared that students greatly value the mental health services that are available to them. One high school noted that they would like to see more communication to students about this resource, while another shared that their school could benefit from publicizing all of the wellness resources available to students, as they are not certain all students are aware of the range of supports provided. Finally, one student suggested that trained mental health specialists could provide professional development to other staff to improve all staff members' capacity to address sensitive topics and hold difficult conversations.

Based upon this feedback from educational partners, BUSD has identified the following priorities for this three year plan:
1. Continue to foster academic programs that have yielded high academic achievement for students in our schools. Refine these programs, where needed, to address achievement gaps.
2. Continue to support students with intervention programs throughout all grades in core academic areas.
3. Continue to expand Career and Technical Education (CTE) opportunities to provide a wider range of experiences as well as more

opportunity for students to engage with community partners for certificates and internships.
4. Continue to provide co-curricular, extracurricular, and enrichment opportunities to support engagement in the school community.
5. Continue to provide resources to support safety and positive student behavior.
6. Continue to provide a range of opportunities for family engagement in our schools.
These priorities will be reflected in the goals and actions of this document.

The updated data from educational partners supports the continued pursuit of identified actions and goals. Small differences were observed, but in most cases were not outside of error margins. Survey data also identified priorities that are reflected in current actions, highlighting the need to communicate these existing activities to our community.

The Vista Opportunity School Equity Multiplier Goal was initially developed using this information in 2024:
Feedback from educational partners was solicited using a directed survey to the families of enrolled students. The school team met to brainstorm potential supports to enhance student achievement and accelerate credit recovery. Parents of the school were surveyed, and their opinions were sought on the types of supports they perceived would benefit their students. Parents were also asked if they were willing to speak at greater depth with the LCAP planning team. Educational partners reported the following:

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

Vista Opportunity School does not have California School Dashboard data due to the small size of the student population.

Based upon this feedback from educational partners, BUSD identified the following priorities for Vista Opportunity School in 2024:
1. Expand intervention supports to ensure that students can complete the Standards Based Units of Study (SBUS) in the prescribed time period (6 units per month).
2. Expand course offerings. The small school size makes it difficult to provide a wide range of courses. Distance learning platforms are available that would allow students to participate in courses beyond the scope of the current staff.

In Spring 2025, feedback was again solicited from Vista educational partners. Because of the small student population, data is not reported on the California School Dashboard. The school team met to review local data and evaluate progress toward goals as well as successes/ barriers. Consistent with the prior year, parents and students felt that the program is positively impacting students. They again shared the desire for expanded course offerings. Specific students provided suggestions for incentives to increase engagement across all student groups.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

During the LCAP development process, educational partners identified the need for:

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

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

Based on partner feedback and 2024 CA Dashboard data, BUSD will continue this goal. We continue to improve achievement for all students and gaps for under-resourced groups show progress. More work is needed to continue this growth and continue to narrow achievement gaps, specifically for low income, foster youth, and English learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to a Broad Course of Study	Enrollment 2023-24 9-12 grade: AP- 2210 seats Dual Enrollment- 103 seats CTE- 1585 seats Enrollment 6-12 Grade: VAPA- 2184 seats	Enrollment 2024-25 9-12 grade: AP- 2227 seats Dual Enrollment- 149 seats CTE- 1459 seats Enrollment 6-12 Grade: VAPA- 2237 seats		Maintain access to a broad course of study through equal or greater participation in AP, Dual Enrollment, CTE, and VAPA programs.	9-12 grade: AP: +17 seats Dual Enrollment: +46 seats CTE: -126 seats 6-12 Grade: VAPA: +53 seats
1.2	CAASPP ELA Proficiency	2022-23 CAASPP ELA Percent Proficient: District- 71.78% LI- 61.12% EL- 27.62 % FY- 26.6% SWD- 28.57% Chaparral HS- 8.51% Lone Hill MS- 65.74% Lone Hill MS SWD- 17.59% San Dimas HS- 78.31% San Dimas HS SWD- 18.52%	2023-24 Percent Proficient ELA: District- 72.47% LI- 64.05% EL- 25.64% FY- 17.65% SWD- 29.89% Chaparral HS- 27.59% Lone Hill MS- 71.61% Lone Hill MS SWD- 21.84%		Improve CAASPP ELA percent proficient to: District- 74% LI- 67% EL- 33% FY- 32% SWD- 34% Chaparral HS- 14% Lone Hill MS- 71% Lone Hill MS SWD- 23%	District-:+.69% LI: +2.93% EL: -1.98% FY: -8.95% SWD: +1.32% Chaparral HS: +19.08% Lone Hill MS: +5.87% Lone Hill MS SWD: +4.25% San Dimas HS: -1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			San Dimas HS- 77.21% San Dimas HS SWD- 22.86%		San Dimas HS- 82% San Dimas HS SWD 24%	San Dimas HS SWD: +4.34%
1.3	CAASPP Math Proficiency	2022-23 CAASPP Math Percent Proficient: District- 57.86% LI- 44.88% EL- 59.13% FY- 6.25% SWD- 21.16% Chaparral HS- 0.0% Lone Hill MS- 47.0% Lone Hill MS SWD- 9.68%	2023-24 Percent Proficient Math: District- 60.48% LI- 50.26% EL- 32.49% FY- 18.75% SWD- 23.70% Chaparral HS- 6.90% Lone Hill- 53.73% Lone Hill MS SWD- 12.94%		Improve CAASPP Math percent proficient to: District- 60% LI- 50% EL- 65% FY- 12% SWD- 27% Chaparral HS- 5% Lone Hill MS- 50% Lone Hill MS SWD- 15%	District: +2.62% LI: +5.38% EL: -26.64% FY: +12.5% SWD: +2.54% Chaparral HS- :+6.90% Lone Hill: +6.73% Lone Hill MS SWD: +3.26%
1.4	California Science Test (CAST)	2022-23 CAST percent proficient: District- 44.38% LI- 33.66% EL- 7.41% FY- 0%	2023-24 Percent Proficient Science: District- 45.69% LI- 35.79% EL- 3.85% FY- N/A		Improve CAST percent proficient to: District- 47% LI- 39% EL- 20% FY- 10%	District: +1.31% LI: +2.13% EL: -3.56% FY: N/A
1.5	Completion of a-g Requirements by Graduates	District- 62.2% LI- 50.4% EL- 23.3% FY- 17.6% Chaparral HS- 0% Chaparral HI- 0% Chap LI- 0%	Completion of a-g Requirements by Graduates (2023-24) District- 59.0% LI- 44.6% EL- 23.5% FY- N/A Chaparral HS- 2.1% Chaparral HI- 0%		Improve to District- 65% LI- 56% EL- 29% FY- 23% Chaparral HS- 5% Chaparral HI- 5% Chap LI- 5%	District: -3.2% LI: -5.8% EL: +.2% FY: N/A Chaparral HS: +2.1% Chaparral HI: 0% Chap LI: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Chap LI- 0%			
1.6	CTE Pathway Completion	District- 22.2%	District 2023-24: 26.8%		District- 27%	District:+4.6%
1.7	College and Career Ready- CTE and A-G Completion	2022-23 CCI District- 13.1%	District 2023-24: 13.5%		District- 18%	District: +.4%
1.8	ELs Making Progress Toward Proficiency	2022-23 Dashboard District- 46.3%	District 2023-24: 55.6%		Improve to District- 50%	District: +9.3%
1.9	EL Reclassification Rate	2023-24 District- 92/519 were reclassified 17.73%	District 2024-2025: 145/496 reclassified 29.2%		Improve to District- 20%	District: +11.47%
1.10	Long Term English Learner (LTEL) Progress	2022 Percentage of Ever-EL classified as LTEL- 14.7%	2023 Percentage of Ever-EL classified as LTEL- 13.62 %		Reduce by 12%	District: -1.08%
1.11	Passage of AP Exams	2022-23 Collegeboard District- 70%	2023-24 Collegeboard District- 71.1%		Improve to District- 72%	District: +1.1%
1.12	EAP- Percentage of Students Prepared for College- ELA & Math	2022-23 CAASPP District- 71.6%	2023-24 CAASPP District: 73.8%		Improve to District- 72%	District: +2.2%
1.13	Other Pupil Outcomes	2022-23 CCI Seal of Biliteracy District- 7% College Credit Courses- 20.2%	2023-24 CCI Seal of Biliteracy District: 7.9% College Credit Courses: 18.3%		Improve to Seal of Biliteracy District- 8% College Credit Courses- 21%	Seal of Biliteracy: +.9% College Credit Courses: -1.9%

Goal Analysis [2024-25]

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

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

IMPLEMENTATION:
All actions were fully implemented as planned.

The following actions were fully implemented and are ongoing; they will continue into subsequent years of this three year plan: data driven continuous improvement (action 1.1), communities of practice (action 1.2), RTI/ MTSS (action 1.3), intervention personnel (action 1.4), supplemental intervention (action 1.5), summer intervention programs (action 1.6), summer library (action 1.7), supplemental programs for enrichment (action 1.8), EL master plan (action 1.9), EL support staff (action 1.10), EL summer institute (action 1.11), Support for foster and homeless youth (action 1.12) CTE counselor/ coordinator (action 1.13), CCGI (action 1.14), workability (action 1.15), CSI support for Chaparral (action 1.16), and academic performance for subgroups (action 1.17). These actions were targeted to meet the identified areas of highest need, which include: 1. ELA performance for foster youth (district-wide), Chaparral HS, San Dimas HS students with disabilities, and Lone Hill MS students with disabilities, 2. Math performance for foster youth (district-wide), Chaparral HS, and Lone Hill MS students with disabilities, and 3. Career and college readiness for Chaparral HS (school-wide) as well as Chaparral HS Hispanic students and low income students.

There were no actions for this goal that were partially implemented or not implemented.

KEY SUCCESSES: BUSD continues to maintain a strong focus on data-driven academic improvement with supplemental supports to narrow achievement gaps for target groups. In the past year, schools have worked to align RTI/MTSS processes: elementary schools have developed a district model process that begins with universal screening and uses a professional learning community model to identify and support students who have academic needs beyond the core program. Secondary schools have refined their processes for each campus to enact similar supports on their campuses. This work has moved their district closer to it's goal of eliminating achievement gaps. In addition, the EL Master Plan was developed and will be implemented as a living document through the EL program and with ongoing refinement through the DELAC.

NOTABLE CHALLENGES: BUSD has enrolled increased numbers of English learners with multiple home languages, with the largest being an increase of students speaking Mandarin. To support them, we are working to hire additional personnel and provide additional resources for beginning ELs. In the process of allocating funds for these supports, we are carefully evaluating all programs to ensure they are efficient and effective.
Although there were successes in the metric for a Broad Course of Study (metric 1.1), one area highlighted a systemic concern. San Dimas High School has experienced declining enrollment, which has reduced the number of course sections available to students. The impact was felt in a reduced number of CTE courses, and led to a reduced number of students participating in CTE courses at that school.

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

There were several material differences between budgeted and actual expenditures.
Expenditure Differences:
-Action 1.1 Data-Driven Continuous Improvement. Budgeted $811,527; Estimated Actual $1,286,159. This is a key focus area for the district, so additional resources were prioritized here.
-Action 1.3 RTI/ MTSS. Budgeted $8,000; Estimated Actual $2,000. Difference due to 1. completing hourly rate activities in the prior fiscal year and 2. challenges scheduling trauma informed practices training with the vendor
-Action 1.4 Intervention Personnel. Budgeted $2,745,543; Estimated Actual $3,825,305. This is a key focus area for the district, and additional resources were needed to meet student need.
-Action 1.5 Supplemental Intervention. Budgeted $86,778; Estimated Actual $66,786. Data-driven continuous improvement model supported stronger use of core materials and reduced the need for supplementation.
-Action 1.6 Summer Intervention Programs. Budgeted $425,000; Estimated Actual $653,207. Summer programs will begin one week earlier this year, which causes more expenses to be assigned to this fiscal year.
-Action 1.7 Summer Library. Budgeted $7,744; Estimated Actual $4,830. Families were given home-based access to library resources, which yielded lower participation for in-person programs.
-Action 1.8 Supplemental Programs for Enrichment. Budgeted: $30,000; Estimated Actual $13,091. Schools were unable to schedule all of the desired activities due to scheduling challenges with vendors.
-Action 1.11 EL Summer Institute. Budgeted: $63,068; Estimated Actual $38,595. EL summer program will not be offered in Summer 25 due to low participation.

Differences in Percentages of Improved Services: none

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

ACADEMIC PROGRAM- There are several actions that are viewed holistically to encompass the academic continuous improvement and intervention model in BUSD: Action 1.1 (Data Driven Continuous Improvement), Action 1.2 (Communities of Practice), Action 1.3 (RTI/MTSS), Action 1.4 (Intervention Personnel), Action 1.5 (Supplemental Intervention), Action1.6 (Summer Intervention), Action 1.7 (Summer Library), Action 1.12 (Support for FY and Homeless), Action 1.16 (Chap CSI), and Action 1.17 (Academic Performance for Subgroups). Together, these actions were effective for a wide range of students with some exceptions:
--Strong effectiveness was demonstrated in CAASPP ELA proficiency (Metric 1.2) for all students (+.69%), low income students (+2.93%), students with disabilities (+1.32%, Chaparral HS (+19.08%), Lone Hill MS (+5.87%), Lone Hill MS student with disabilities (+4.25%), and San Dimas HS students with disabilities(+4.34%).
--Strong effectiveness was also demonstrated in CAASPP math proficiency (Metric 1.3) for all students (+2.62%), low income students (+5.38%), foster youth (+12.5%), students with disabilities (2.54%), Chaparral HS (+6.9%), Lone Hill MS (+6.73%) and Lone Hill MS students with disabilities (+3.26%).
--Strong effectiveness was also demonstrated in CAST proficiency (Metric 1.4) for all students (+1.31%) and low income students (+2.13%).
The academic program actions were less effective with specific subgroups, including the following: CAASPP ELA Performance (metric 1.2) for English learners (-1.98%), foster youth (-8.95%), and San Dimas HS (-1.1%); CAASPP math performance for English learners (-26.64%);

and CAST proficiency for English learners (-3.56%). Based on the manner in which the combined support of the academic program actions did improve student achievement, both overall and for most subgroups, the team believes that these actions can be targeted to improve performance in these categories. Specific attention will be paid to targeting their needs.

PREPARING EVERY STUDENT TO LIVE THEIR PURPOSE- Four actions are viewed to work together to support the manner in which BUSD prepares students to live their own identified purpose after high school: Action 1.8 (Supplemental Enrichment), Action 1.13 (CTE Counselor/ Coordinator and Program Supports), Action 1.14 (CCGI), and Action 1.15 (Workability). Together, these actions demonstrated effectiveness for several groups:
--Effectiveness was demonstrated by increased numbers of students participating in programs identified as a broad course of study (Metric 1.1) in the areas of AP enrollment (+17 seats), dual enrollment (+46 seats) and VAPA programs for 6th-12th graders (+53 seats).
--Effectiveness was demonstrated for completion of a-g requirements by graduates (Metric 1.5) for English learners (+.2%) and Chaparral HS (+2.1%).
--Effectiveness was also seen in the percentage of students completing CTE pathways (Metric 1.6), the percentage of students who were both college and career ready (Metric 1.7), the pass rate for AP exams (Metric 1.11), which increased by 1.1%, the percentage of students demonstrating EAP (Metric 1.12), which increased 2.2%, and the percentage of students who earned the seal of biliteracy (Metric 1.13) which increased .9%.
--These actions were not effective to improve the number of CTE seats in Metric 1.1 (Broad Course of Study). Although the rate of enrollment in CTE courses remained constant at Bonita HS, there was a decline in availability of CTE course seats at San Dimas High School. The school's overall declining enrollment has led to a corresponding reduction in the number of course sections available to students. The decline is not believed to be a measure of student interest in the program, but still presents a limitation which can hinder student access.
--There was also an overall decline in the completion of a-g requirements by district students (Metric 1.5) by 3.2%, a decrease in completion of a-g requirements by low income students (Metric 1.5) by 5.8%, as well as a decrease in the percentage of students who completed concurrent college credit courses (Metric 1.13), which decreased by 1.9%. Secondary schools are working together to identify supports that can improve access in these areas.

ENGLISH LEARNERS- Three actions have worked together to support BUSD's English learners: Action 1.9 (EL Master Plan), Action 1.10 (EL Support Staff) and 1.11 (EL Summer Institute). Together, these actions were effective to increase the number of ELs making progress toward proficiency (Metric 1.8) which increased 9.3%, the EL reclassification rate (Metric 1.9) which improved by 11.47%, and the number of students classified as long-term ELs (Metric 1.10) which decreased by 1.08%. It was noted that participation was limited in the EL Summer Institute (action 1.11), and the team believes that this action was not the best use of EL funds, so these dollars will be reallocated to support ELs during the academic year.

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

There will be no changes made to the planned goal.
Changes to metrics and planned outcome:

Metric 1.4- During the Annual Review, the team identified an error in the three year plan, where the CAST percent proficient for English learners (EL) was stated as 45.91% in 22/23. The actual value for CAST EL percent proficient in 22/23 was 7.41%, Given this score, the Target for Year 3 was also adjusted, from 51% to 20%.

Changes to planned actions:
The description for Action 1.12 (Support for FY/ Homeless Youth- Liaisons and Support Services) has been refined to increase clarity for educational partners. Previously identified as a repeated action, the new format divides the liaisons' duties to reflect their work.
EL summer institute (action 1.11)- will be discontinued due to poor attendance and inconclusive efficacy data. Funds will be reallocated to provide more support to EL students during the school year.

Existing actions that will be partially funded by LREBG include: intervention personnel to close learning gaps through evidence-based intervention (action 1.4) and additional support to Chaparral Continuation School in order to support academic success, address student well-being, and provide the social-emotional support that is needed for successful academic engagement in the continuation school program (action 1.16).

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Data-Driven Continuous Improvement	School personnel will identify essential learning, define and assess mastery, refine instructional sequence, and use disaggregated data to identify program and student needs. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$991,886.00	Yes
1.2	Communities of Practice	Teachers and support staff will meet regularly and collaborate on data-driven instructional improvement. Meetings include departmental, district focus groups, school instructional leadership teams, grade level teams, and vertical teams. Specific attention will be paid to under-resourced groups and achievement gap targets, including unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$364,963.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	RTI/ MTSS	District and school teams will meet regularly to assess universal screeners, identify students at-risk and develop/ document progressive tiers of support, and monitor progress in areas of academic, behavioral, and social emotional need. Specific attention will be given to the needs of low income students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$8,000.00	Yes
1.4	Intervention Personnel	LREBG Action Additional staff will be provided to work with students who have yet to master essential learning. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School. Standardized, targeted small-group instruction has demonstrated positive outcomes for students at-risk (Source: American Institutes for Research, 2013). Our reading intervention program has demonstrated renowned success, with BUSD recognized as the number one district in California for 3rd grade, low income, LatinX student achievement for the past three years. Other intervention programs across the district are now modeled after this program. This action is aligned with allowable fund uses in the area of small group learning supports provided by certificated or classified staff. LREBG Metrics: 1.2 CAASPP ELA and 1.3 CAASPP Math LREBG Funds supporting this action: $ 1,431,540	$2,834,623.00	Yes
1.5	Supplemental Intervention	Supplemental instruction will be provided by general and special education personnel to target achievement gaps. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$66,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Summer Intervention Programs	Supplemental instruction will be provided during summer programs designed to address language arts and math skills. Students in elementary grades will participate in small group interventions for foundational reading skills. Secondary students will participate in credit recovery programs. Students with disabilities will participate in programs tailored to individualized education plans.	$588,640.00	Yes
1.7	Summer Library	Elementary school libraries will be available to families to mitigate learning loss during the summer.	$6,827.00	Yes
1.8	Supplemental Programs for Enrichment	Supplemental instruction will be provided for students to enrich the instructional program.	$30,000.00	No
1.9	EL Master Plan	A comprehensive plan is needed to address the needs of English learners throughout the district.	$13,250.00	Yes
1.10	EL Support Staff	Additional staff will be provided to work with students who are identified as English learners.	$364,393.00	Yes
1.12	Support for FY and Homeless- Liaisons and Support Services	Community liaisons will provide added support and services for students in foster care programs or experiencing housing insecurity to improve their academic achievement. This action will target district low performance in ELA & math for foster youth.	$273,295.00	Yes
1.13	CTE Counselor/ Coordinator and Program Supports	A dedicated CTE counselor will support expanded opportunities for Career and Technical Education programs and coordinate events to expand CTE programs.	$199,254.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	CCGI	High school school staff will utilize the California Colleges Guidance Initiative (CCGI) to monitor and support college readiness in high school students.	$0.00	No
1.15	Workability	Develop skills for competitive employment in students with disabilities.	$263,346.00	No
1.16	CHAP CSI	LREBG Action Use CSI funds to improve student outcomes for Chaparral Continuation High School, which serves students identified for comprehensive support and improvement. This goal will specifically address areas of career and college readiness for all students, Hispanic students, and low income students. This action will also address low academic performance in ELA and math for all students at the school. Research indicates that continuation schools often struggle to implement effective interventions, but must provide individualized support, foster positive relationships, and address the root causes of students' challenges to improve their academic and social well-being (WestEd). Funds will be used to support the implementation of the CSI plan, including the specific actions of professional development in: Implicit bias, to foster a more inclusive learning environment (NIH, 2024) UDL and differentiation strategies to address barriers to learning commonly experienced in continuation school settings (CAST, 2025; Rose & Meyer, 2002). Funds will also support expanded access to counseling supports as well as online and blended learning opportunities. This action is aligned to allowable uses of LREBG funds, including integrating evidence-based pupil supports to address other barriers to learning and access to instruction for credit-deficient pupils. LREBG Metrics: 1.2- CAASPP ELA, 1.3- CAASPP Math, 1.5- Completion of a-g Requirements LREBG Funds supporting this action: $ 167192	$518,286.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	Academic Performance: Subgroups	Provide specific support to address the academic achievement of underperforming student groups, which will include: support for students with disabilities at Lone Hill Middle School (ELA and Math) and San Dimas High School (ELA). BUSD will collaborate with school teams to plan and implement data-driven interventions.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Bonita Unified School District is known for its well kept facilities and prides itself in providing high quality - technology rich environments to prepare students to live their purpose. BUSD firmly believes that staff and students must be given an exemplary educational environment in which to thrive and will strive to maintain the high standards reflected in the measurements below.

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

During the LCAP development process, educational partners identified the need to:

- Continue to prioritize safety of staff and students
- Continue to prioritize safe and well maintained facilities
- Continue to ensure that staff has access to high-quality standards-based materials and professional development
- Continue to recruit fully credentialed teachers and assign them appropriately

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

Based on partner feedback, BUSD will continue with this goal as written.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Fully credentialed and appropriately assigned teachers	TAMO District: 91.1% Grades K-6: 97.6% Grades 6-9: 84.6% Grades 9-12: 85.3%	TAMO District: 91.0% Grades K-6: 95.0% Grades 6-9: 87.3% Grades 9-12: 87.9%		Maintain over 90% for District	District: -0.1% Grades K-6: -2.6% Grades 6-9: +2.7% Grades 9-12: +2.6%
2.2	Access to standards aligned instructional materials	100% access per SARC reporting.	100% access per SARC		Maintain 100% access.	0% (100% access maintained)
2.3	Implementation of state standards	Local Self Review ELA – Common Core State Standards for ELA- 5 ELD (Aligned to ELA Standards)- 4 Mathematics – Common Core State Standards for Mathematics- 5 Next Generation Science Standards- 4 History-Social Science- 4	Local Self Review ELA – Common Core State Standards for ELA- 5 ELD (Aligned to ELA Standards)- 4 Mathematics – Common Core State Standards for Mathematics- 5 Next Generation Science Standards- 4 History-Social Science-4		Maintain or increase local self-review measures at level 4 or 5 for all content areas	0 (maintained)
2.4	Facilities in "good" repair as measured by FIT	All 13 sites met Overall Good rating	Overall good rating for all sites		Maintain good rating for all 13 sites.	0 (maintained)

Goal Analysis [2024-25]

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

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

IMPLEMENTATION:
Fully Implemented: staffing (action 2.1), staffing to improve graduation rates (action 2.2), standards-based core materials (action 2.3), standards-based supplemental materials (action 2.4), professional development (action 2.5), technology (action 2.6), teachers on special assignment (action 2.7), induction program (action 2.8), maintain/ improve facilities (action 2.9).

Actions that were partially implemented:
Improve campus safety monitoring (action 2.10)- a work group has been established and needs have been identified. However, more work is needed to identify funding sources for this action for further progress to be made.

There were no actions for this goal that were not implemented.

KEY SUCCESSES: While neighboring districts have continued to face challenges with hiring and retaining qualified personnel, BUSD has experienced a stable workforce. In most cases, there are abundant applicants for open positions who are appropriately credentialed and qualified for their positions. This strong and stable workforce supports student success. In addition, professional development initiatives have maintained a clear focus and have been driven by teacher identified needs. This focus has supported teacher engagement and application of these strategies in classrooms.
In addition, BUSD elementary schools participated in a full adoption process for new mathematics materials based upon the new framework. Every elementary teacher was involved in the process and the result was the selection of a new program that is aligned to the framework and supports teaching the math common core state standards. Middle schools are currently completing the same process.
Furthermore, teachers on special assignment continue to support the use of open resource curricula aligned to the identified key standards in secondary schools. In elementary schools, the teacher on special assignment provided math coaching and data discussion support that has not previously been provided, and was greatly valued.

NOTABLE CHALLENGES: Although technology was purchased with the allotted funds, it is evident that additional funds will be needed to support repairing and/ or replacing aging student devices. In some cases, the aging technology has limited our ability to support some curricular tools. In addition, the goal to address campus safety monitoring has been met with some obstacles to progress. Fiscal resources that were identified for this goal are not available to our school district, and more work is needed to identify possible funds for this need.

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

There were several material differences between budgeted and actual expenditures.
Expenditure Differences:

-Action 2.3 Standards-Based Core Materials. Budgeted $794,683; Estimated Actual $1,389,620. Difference due to increased materials costs and new math adoption cycle.
-Action 2.4 Standards-Based Supplemental Materials. Budgeted $211,884; Estimated Actual $410,637. Difference due to increased materials costs and new math adoption cycle.
-Action 2.5 Professional Development. Budgeted $169,971; Estimated Actual $124,550. Shifted priority to reflect greater collaboration (action 1.1) and fewer outside PD providers.
-Action 2.6 Technology. Budgeted $184,850; Estimated Actual $588,133. Difference due to increased technology costs and the need to replace aging student equipment.
-Action 2.8 Induction Program. Budgeted: $150,000; Estimated Actual $64,723. Difference due to fewer teachers/ leaders requiring induction programs. We budgeted for several new administrators who had already completed induction in their previous districts.
-Action 2.9 Maintain/ Improve Facilities. Budgeted $10,760,094; Estimated Actual $13,021,861. Difference due to increased personnel and contract costs.

Differences in Percentages of Improved Services: none

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

Actions 2.1 (Staffing) and 2.2 (Staffing to Improve Graduation Rates) were effective to maintain the percentage of teachers who are fully credentialed and appropriately assigned above 90%, which is the district goal (Metric 2.1).
The effectiveness of Action 2.2 (Staffing to Improve Graduation Rates) was also evaluated with respect to the impact on completion of a-g requirements for graduates and was not effective (Metric 1.5). The district's completion rate for a-g requirements declined 3.2 percent, and the decline for low income learners was 5.8 percent. In reviewing the data, the team noted that effectiveness was measured in the high school graduation rate (Metric 3.3), where overall performance improved by 1.38% and the rate of high school graduation improved by 3.07% for low income learners. The team further recommended that the success of this action be measured using graduation rate in lieu of a-g completion, as the measure is more appropriate. While they are working together to identify supports to improve the a-g rates for low income students, they believe the high school graduation rate is a promising step.

Actions 2.3 (Standards-Based Instructional Materials), 2.4 (Standards-Based Supplemental Materials) and 2.6 (Technology) were effective to support access to standards-aligned instructional materials (Metric 2.2), which remained at 100%.
The effectiveness of Action 2.4 (Standards Based Supplemental Materials) was also evaluated with respect to the impact on student achievement and showed strong effectiveness. CAASPP ELA proficiency (Metric 1.1) improved overall by .69%, and improved by 2.93% for low income students. CAASPP math proficiency (Metric 1.2) improved overall by 2.62% and for low income students by 5.38%. District personnel are pleased by the narrowing achievement gap, as it is a high priority focus.

Actions 2.5 (Professional Development), 2.7 (Teachers on Special Assignment), and 2.8 (Induction) were effective to maintain the local indicators for implementation of state standards (Metric 2.3) at level 4 or 5 in every subject area.
Actions 2.5 (Professional Development) and 2.7 (Teachers on Special Assignment) were also evaluated with respect to the impact on student achievement and showed strong effectiveness. CAASPP ELA proficiency (Metric 1.1) improved overall by .69%, and improved by 2.93% for low income students. CAASPP math proficiency (Metric 1.2) improved overall by 2.62% and for low income students by 5.38%.

Action 2.9 (Maintain/Improve Facilities) was effective to maintain facilities in "good" repair as measured by the FIT tool (Metric 2.4).

Action 2.10 (Improve Campus Safety Monitoring) has not been implemented sufficiently to measure its effectiveness.

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

There will be no changes made to target outcomes.
There will be one metric change: Contributing action 2.2 (Staffing to Improve Graduation Rates) will be evaluated for its impact on engagement of low income learners through high school graduation rate (Metric 3.3) instead of completion of a-g requirements (Metric 1.5) in subsequent years of this plan, as it is believed to be a more accurate measure of progress.
One minor change was made to the planned goal: the term "California content standards" was replaced with "Common Core State Standards," which is a more accurate moniker.
One existing action will be partially funded by LREBG: teachers on special assignment (action 2.7) will provide coaching to increase academic achievement and reduce achievement gaps.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staffing	Recruit and retain high quality certificated and classified personnel.	$120,765,299.00	No
2.2	Staffing to Improve Graduation Rates	Recruit and retain specific personnel to improve graduation rates for unduplicated students.	$3,447,793.00	Yes
2.3	Standards-Based Core Materials	Purchase core standards-based materials to support instruction in CCSS and NGSS.	$1,198,625.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Standard-Based Supplemental Materials	Purchase standards-based supplemental materials to support instruction CCSS and NGSS for the academic needs of unduplicated student groups.	$292,827.00	Yes
2.5	Professional Development	Provide ongoing professional development in areas of need as identified by data, overall and for achievement gaps. Specific attention will be given to the needs of unduplicated students, students with disabilities, students from Chaparral High School, and students with disabilities from Lone Hill Middle and San Dimas High School.	$206,097.00	Yes
2.6	Technology	Purchase and maintain technology resources to support the instructional program, including student hardware and software, and other instructional tools.	$166,780.00	No
2.7	Teachers on Special Assignment	LREBG Action Teacher on Special Assignment to provide instructional support in their content area, assisting in the facilitation of a culture of continual learning for the staff at school sites -- Elementary- Math; Secondary- 4 ELA (partial) and 2 Biology (partial). TOSAs provide instructional coaching that improves teacher practice and student outcomes (source: Annenberg Institute), and teachers report that coaching improves their understanding of state standards and frameworks, allowing them to better support student mastery. This action is aligned with allowable fund uses in the area of providing professional development and coaching related to the ELA and math frameworks as well as integrating other evidence-based pupil supports. LREBG Metrics: 1.2 CAASPP ELA and 1.3 CAASPP Math LREBG Funds supporting this action: $109,615	$256,354.00	Yes
2.8	Induction Program	Provide professional development and mentorship to new administrators and teachers.	$98,395.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Maintain/ Improve Facilities	Maintain facilities and improve where needed to ensure safe and welcoming school and district environments.	$14,288,733.00	No
2.10	Improve Campus Safety Monitoring	Establish work group, conduct feasibility study, and develop RFP for aligned systems for video surveillance to monitor campus security throughout the district	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students must be engaged in school to succeed. When parents, families, and community entities are involved in student learning, students improve their academic performance and gain advocates that promote their success, helping them feel more confident at school and in taking on more rigorous challenges and classwork. Bonita Unified School District is committed to building relationships and collaborating with parents and community partners to ensure that our students have all the support they deserve to realize their potential and be academically successful.

Our dashboard measures reflect a significant attendance issue that has not recovered since the pandemic. During the 2023-2024 school year, we worked diligently to improve attendance through district wide communication processes and incentives to school sites. We were able to make improvements that outperformed the state and neighboring districts, but more work is needed:
District-Wide: Filipino (FI) students demonstrated very low performance in school engagement due to high chronic absenteeism
School-Wide: Gladstone and Oak Mesa Elementary Schools demonstrated very low performance in school engagement due to high levels of chronic absenteeism
Student Groups Within Schools:
Gladstone Elementary- Hispanic (HI) students and students of multiple races (MR) demonstrated very low performance in school engagement due to high chronic absenteeism
Roynon Elementary- English learners (EL), students with disabilities (SWD), low income (LI) students, and white (WH) students demonstrated very low performance in school engagement due to high chronic absenteeism
Oak Mesa Elementary School- Hispanic (HI) students and low income (LI) students demonstrated very low performance in school engagement due to high chronic absenteeism

An additional concern for engagement is the rate of suspension for some student groups.
District-Wide: Homeless (HO) students demonstrated very low performance in school climate due to high rates of suspension.
Student Groups Within Schools:

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

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

Based upon data and partner feedback, BUSD intends to continue with the attendance processes and incentive programs that have yielded success during the 2023-2024 school year. In addition, we will prioritize ongoing supports for emotional regulation and positive behavior, including both programs and staff that have yielded positive outcomes for students. Purposeful effort will be made to applying these supports to subgroups in an effort to lower achievement gaps, specifically for low income, foster youth, and English learners.

Based on partner feedback and 2024 CA Dashboard data, BUSD will continue this goal. While attendance has been more responsive to improvement efforts, we know that the engagement strategies in this goal will support long term student safety and connectedness, for all students as well as identified groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates	2022-23 Average Days Absent Per Student District- 11.8 EL- 11.8 HIS- 12.7 SWD- 15.9 LI- 14.2 FI- 10.1 WH- 11.2 MR- 11.5	2023-2024 Average Days Absent Per Student District- 9.9 EL- 9.8 HIS- 10.7 SWD- 13.3 LI- 11.8 FI- 7.5 WH- 9.2 MR- 8.8		Reduce to: District- 9 EL- 9 HI- 10 SWD- 14 LI- 12 FI- 9 WH- 9 MR - 9	District: -1.9 EL: -2.0 HIS: -2.0 SWD: -2.6 LI: -2.4 FI: -2.6 WH: -2.0 MR: -2.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Chronic Absenteeism Rates	2022-23 District- 20.7% LI- 29.7% EL- 20.3% FY- 32.7% Filipino- 18.8% Gladstone- 24.6% Gladstone HI- 28.2% Gladstone MR- 29.3% Roynon- 26.0% Roynon EL- 22.0% Roynon SWD- 35.7% Roynon LI- 32.4% Roynon WH- 19% Oak Mesa- 11.7% Oak Mesa HI- 14.4% Oak Mesa LI- 20.8%	2023-2024 District- 12.4% LI- 18.7% EL- 10.9% FY- 34.7% Filipino- 9.2% Gladstone- 17.1% Gladstone HI- 20.3% Gladstone MR- 20.8% Roynon- 13.6% Roynon EL- 6.4% Roynon SWD- 26.6% Roynon LI- 18.6% Roynon WH- 12.8% Oak Mesa- 4.5% Oak Mesa HI- 3.7% Oak Mesa LI- 5.4%		Reduce to: District- 18 % LI- 26% EL- 18% FY- 28% Filipino- 18% Gladstone- 22% Gladstone HI- 25% Gladstone MR- 26% Roynon- 24% Roynon EL- 20% Roynon SWD- 33% Roynon LI- 30% Roynon WH- 18% Oak Mesa- 10% Oak Mesa HI- 12% Oak Mesa LI- 18%	District: -8.3% LI: -11% EL: -9.4% FY: +2.0% Filipino: -9.6% Gladstone: -7.5% Gladstone HI: -7.9% Gladstone MR: -8.5% Roynon: -12.4% Roynon EL: -15.6% Roynon SWD: -9.1% Roynon LI: -13.8% Roynon WH: -6.8% Oak Mesa: -7.2% Oak Mesa HI: -10.7% Oak Mesa LI: -15.4%
3.3	High School Graduation Rate	2022-23 District- 94.93% LI- 92.77% EL- 80.0% FY- 64.71%	2023-24 District- 96.31% LI- 95.84% EL- 94.12% FY- 87.50%		Increase and maintain graduation rates District- 95% LI- 95% EL- 85% FY- 70%	District: +1.38% LI: +3.07% EL: +14.12% FY: +22.79%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	High School Dropout Count	District 9 students	District 6 students		Reduce to 5 or fewer high school dropouts	-3 students
3.5	Middle School Dropout Count	District 0 students	District 1 student		Maintain 0 middle school dropouts	+1 student
3.6	Suspension Rate	2022-23 District- 2.8% LI- 4.3% EL- 4.1% FY- 19.6% Homeless- 10.4% LaVerne Hts- 1.7% LaVerne Hts LI- 4.0% Lone Hill MS- 3.4% Lone Hill AA- 12.1% Lone Hill LI- 8.1% Bonita HS- 3% Bonita HS EL- 13.5% Bonita SWD- 11.4% San Dimas HS- 4.9% San Dimas HS AA- 15%	2023-24 District- 2.8% LI- 4.7% EL- 3.9% FY- 14.9% Homeless- 7.2% LaVerne Hts- 2.6% LaVerne Hts LI- 3.7% Lone Hill MS- 5.9% Lone Hill AA- 12.9% Lone Hill LI- 8.8% Bonita HS- 2.6% Bonita HS EL- 7.9% Bonita SWD- 5.9% San Dimas HS- 4.5% San Dimas HS AA- 17.5%		Reduce to District- 2% LI- 4% EL- 3.8% FY- 18% Homeless- 9% LaVerne Hts- 1.5% LaVerne Hts LI- 3% Lone Hill MS- 3% Lone Hill AA- 11% Lone Hill LI- 6% Bonita HS- 2.5% Bonita HS EL- 11% Bonita SWD- 11% San Dimas HS- 4% San Dimas HS AA- 12%	District: 0% LI: +.4% EL: -.2% FY: -5.0% Homeless: -3.2% LaVerne Hts: +.9% LaVerne Hts LI: -.3% Lone Hill MS: +2.5% Lone Hill AA: +.8% Lone Hill LI: +.7% Bonita HS: -.4% Bonita HS EL: -5.6% Bonita SWD: -5.5% San Dimas HS: -.4% San Dimas HS AA: +2.5%
3.7	Expulsion Count	District- 3 students	District 8 students		Maintain 5 or fewer expulsions	+5 students
3.8	Student Perception of Safety & School Connectedness	SPRING 2024 Favorable Rating School Safety Grade Span 3-5- 72% Grade Span 6-8- 55%	SPRING 2025 Favorable Rating School Safety Grade Span 3-5- 73%		Maintain or Increase favorable rating to: School Safety	School Safety Grade Span 3-5: +1% Grade Span 6-8: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade Span 9-12- 64% Connectedness Grade Span 3-5- 68% Grade Span 6-8- 42% Grade Span 9-12- 36% Panorama Survey	Grade Span 6-8- 62% Grade Span 9-12- 69% Connectedness Grade Span 3-5- 60% Grade Span 6-8- 45% Grade Span 9-12- 43% Panorama Survey		Grade Span 3-5- 73% Grade Span 6-8- 57% Grade Span 9-12- 66% Connectedness Grade Span 3-5- 70% Grade Span 6-8- 45% Grade Span 9-12- 39% Panorama Survey	Grade Span 9-12: +5% Connectedness Grade Span 3-5: -8% Grade Span 6-8: +3% Grade Span 9-12: +7%
3.9	Staff Perception of Safety & School Connectedness	Safety 96% School Connectedness 97% (2024 CA School Staff Survey)	Safety 96% School Connectedness 96% (2025 CA School Staff Survey)		Maintain favorable rating above: Safety 95% School Connectedness 95%	Safety: 0% School Connectedness: -1%
3.10	Parent Perception of Safety & School Connectedness	Safety 91% School Connectedness 89% (2024 CA School Parent Survey)	Safety 92% School Connectedness 90% (2025 CA School Parent Survey)		Maintain favorable rating above: Safety 90% School Connectedness 85%	Safety: +1% School Connectedness: +1%
3.11	Parent Input in Decision Making	Favorable rating for Actively Seeking Input of Parents: 62% (2024 CA School Parent Survey)	Favorable rating for Actively Seeking Input of Parents: 63% (2025 CA School Parent Survey)		Increase favorable rating for Actively Seeking Input of Parents: 66%	Favorable rating for Actively Seeking Input of Parents: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.12	Parent Participation in Programs for Unduplicated Pupils	LCFF Priority 3 Self Reflection Tool: Average rating 2.5	LCFF Priority 3 Self Reflection Tool: Average rating 2.5		LCFF Priority 3 Self Reflection Tool- Increase average rating to 3.5	LCFF Priority 3 Self Reflection Tool: Average rating: 0

Goal Analysis [2024-25]

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

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

IMPLEMENTATION:
The actions for engagement were implemented in the following manner:
The following actions were fully implemented as planned: co-curricular, extra-curricular, enrichment opportunities (action 3.1), attendance communication (action 3.2), incentives for school attendance (action 3.3), transportation for unduplicated students (action 3.4), chronic absenteeism: subgroups (action 3.5), SEL curriculum (action 3.7), behavior technicians (action 3.8), foster/ homeless youth support (action 3.10), mental health services (action 3.11), Care Solace referral system (action 3.12), parent communication systems (action 3.14), data systems for educational partner feedback (action 3.15). These actions were targeted to meet the identified areas of highest need (2023 red dashboard areas), including: 1. Chronic absenteeism for Filipino students (district-wide), Gladstone ES (school-wide), Gladstone Hispanic students and students of two or more races, Roynon ES English learners, low income students, students with disabilities and white students, Oak Mesa ES (school-wide), Oak Mesa Hispanic students and low income students and 2. Suspension for homeless students (district-wide), Bonita HS English learners and students with disabilities, San Dimas HS African American students, La Verne Heights ES low income students, Lone Hill MS African American students and low income students.

Actions that were partially implemented:
Positive behavior systems (action 3.6), suspension for subgroups (action 3.9), and parent education programs (action 3.13) were partially implemented.

Not implemented: The Equity Committee (action 3.16) did not meet this year. We are in the process of determining a new structure and composition for this time, and meetings will resume in the next school year.

KEY SUCCESSES: Strong support for improving student attendance was evident at every school campus, and we believe that this resulted from the communication and incentives individualized to support students and each school community. At the same time, students and families eagerly participated in co-curricular, extra-curricular, and enrichment activities as they were offered. At the same time, we are encouraged by widespread participation in behavior support programs that are offered to school sites.

NOTABLE CHALLENGES: We continue to work to address suspension rates and disproportionality for specific groups, and we are finding that the systemic causes make these issues more challenging to address. We are hopeful that school engagement in behavior supports will yield a positive impact in the long term.

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

There were some material differences between budgeted and actual expenditures.
Expenditure Differences:
-Action 3.2 Attendance Communication. Budgeted $10,000; Estimated Actual $16,715. Difference due to substantial increases in licensing costs.
-Action 3.4 Transportation for Unduplicated Students. Budgeted $73,967; Estimated Actual $90,278. Difference due to greater participation (58 additional students).
-Action 3.14 Parent Communication Systems. Budgeted $11,638; Estimated Actual $14,915. Difference due to substantial increases in licensing costs.

Differences in Percentages of Improved Services: None

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

CONNECTEDNESS- Three actions were developed to support students' perceptions of school connectedness and engagement with the school community: Action 3.1 (Co-Curricular, Extracurricular, Enrichment Opportunities), Action 3.11 (Mental Health Services), and Action 3.12 (Care Solace Referral System).
Together, these actions were deemed effective through the following measures:
-Student Perception of Safety (Metric 3.8) was reported as effective with an increase in all grades: grades 3-5 (+1%), grades 6-8 (+7%), grades 9-12 (+5%).
-Student Perception of Connectedness (also Metric 3.8) was reported as effective by secondary schools: an increase in all grades: grades 6-8 (+3%), grades 9-12 (+7%).
-Parent Perception of Safety (Metric 3.10) was reported as effective at 92%, which reflects 1% increase.
-Parent Perception of Connectedness (also Metric 3.10) was reported as effective at 89%, which was also an increase of 1%.
Other measures appeared to demonstrate effectiveness, though to a lesser degree:
-Staff Perception of Safety (Metric 3.9) remained above the desired target of 95% (at 96%) but was unchanged over the prior year.
-Staff Perception of Connectedness (also Metric 3.9) was reported to decline by 1% but remained above the three year target of 95%.

Student Perception of Connectedness (Metric 3.8) in grades 3-5 was reported to be less effective, as the measure declined 8%. The elementary team has reviewed the survey data and is working to identify enrichment activities that will better support student connectedness. Disaggregating data by school site and comparing results to activities at each of these schools has allowed the team to target specific activities.

Connectedness was also assessed as it related to the contributing action of Mental Health Services (Action 3.11) for the impact on chronic absenteeism (Metric 3.2) and completion of a-g requirements for low income students (Metric 1.5). The impact on chronic absenteeism was very effective, with the district rate declining 8.3% and the rate for low income students declining by 11%. The action was ineffective in improving the completion of a-g requirements, where the district rate declined 3.2% and the rate for low income students declined 5.8%. In reviewing the data, the team noted that effectiveness was measured in the high school graduation rate (Metric 3.3), where overall performance improved by 1.38% and the rate of high school graduation improved by 3.07% for low income learners. The team further recommended that the success of this action be measured using graduation rate in lieu of a-g completion, as the measure is more appropriate.

ENGAGEMENT: ATTENDANCE & BEHAVIOR- Eight actions were developed to support student attendance and school engagement: Action 3.2 (Attendance Communication), Action 3.3 (Incentives for School Attendance), Action 3.4 (Transportation for Unduplicated Students), and Action 3.5 (Chronic Absenteeism: Subgroups), Action 3.6 (Positive Behavior Systems), Action 3.7 (SEL Curriculum), Action 3.8 (Behavior Technicians) , Action 3.9 (Suspension: Subgroups), and Action 3.10 (Foster/ Homeless Youth Support). Together, these actions were demonstrated to be effective through the following measures:
-There was strong success improving attendance rates (Metric 3.1), with an overall decline in the number of days absent for all students (-1.9 days) as well as declines for every reported subgroup: English learners (-2.0 days), Hispanic (-2.0 days), students with disabilities (-2.6 days), low income (-2.4 days), foster youth (-2.6 days), white students (-2.0 days), multiple race students (-2.7 days).
-Substantial progress was also made for Chronic Absenteeism Rates (Metric 3.2) with a district decrease of 8.3% as well as the following decreases for subgroups: low income (-11%), English learners (-9.4%), Filipino (-9.6%), Gladstone (-7.5%), Gladstone Hispanic (-7.9%), Gladstone multiple races (-8.5%), Roynon (-12.4%) Roynon English learners (-15.6%), Roynon students with disabilities (-9.1%), Roynon low income (-13.8%), Roynon white (-6.8%), Oak Mesa (-7.2%), Oak Mesa Hispanic (-10.7%), Oak Mesa low income (-15.4%).
-Substantial effectiveness was also demonstrated in the high school graduation rate (Metric 3.3), with improvements for the district overall (+1.38%) and for subgroups: low income (+3.07%), English learners (+14.2%), and foster youth (+22.79%).
-The high school dropout count (Metric 3.4) also demonstrated effectiveness, reducing the number by 3 students from the prior year.
-The suspension rate (Metric 3.6) demonstrated some effectiveness, with improvements for English learners (-.2%), foster youth (-5%), homeless youth (-3.2%), La Verne Heights low income (-.3%), Bonita HS (-.4%), Bonita HS English learners (-5.6%), Bonita HS students with disabilities (-5.5%), San Dimas HS (-.4%).
-The suspension rate for other groups showed that efforts have not been effective, including the following: district (unchanged), low income (+.4%), La Verne Heights (+.9%), Lone Hill MS (+2.5%), Lone Hill MS African American (+.8%), Lone Hill MS low income (+.7%) and San Dimas HS African American (+2.5%). Teachers have reported that behavior problems have decreased, and we are encouraged by this. However, disproportionality for subgroups persists. We know that changes in these areas require looking at all aspects of the school system, and that growth takes time. It is evident that more work is needed, and we will continue to work to make these improvements and narrow the gaps in this area.

A limited number of metrics reflected ineffectiveness, including chronic absenteeism (Metric 3.2) for district foster youth (an increase of 2.0%). The middle school dropout rate (Metric 3.5) increased to 1 student; there were no middle school dropouts in the prior year. Each of these data points have led to a discussion of the factors. Because the numbers are small but reflect BUSD students we want to support, we have determined that individual case analysis will best inform improvement for each of these areas.

FAMILY ENGAGEMENT- Three actions were developed to support family engagement: Action 3.13 (Parent Education Programs), Action 3.14 (Parent Communication Systems), and Action 3.15 (Data Systems for Educational Partner Feedback). These actions demonstrated some success as measured by improvement in the favorable ratings for parent input in decision-making (Metric 3.11), which increased 1% and parent participation in programs for unduplicated pupils (Metric 3.12), which remained unchanged.

Action 3.16 (Equity Committee) has not been implemented sufficiently to measure its effectiveness. The district team is developing a new structure for the committee, with plans to meet beginning in October 2025.

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

There were no changes made to the planned goal or target outcomes.
There will be one metric change: Contributing action 3.11 (Mental Health Services) will be evaluated for its impact on engagement of low income learners through high school graduation rate (Metric 3.3) instead of completion of a-g requirements (Metric 1.5) in subsequent years of this plan, as it is believed to be a more accurate measure of progress.
Changes were made to the following actions:
The description for Action 3.10 (Foster/ Homeless Youth Support) has been refined to increase clarity for educational partners. Previously identified as a repeated action, the new format divides the liaisons' duties to reflect their work.
One new action will be added to reflect LREBG fund expenditures: Nursing Supports (action 3.17) has been added to reduce staff to student ratios and improve our capacity to support student well-being.
Existing actions that will be partially funded by LREBG include: behavior technicians to support student well-being and social-emotional support (action 3.8), mental health services (action 3.11) to support student well-being and social-emotional support for pro-social behavior and engagement.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Co-Curricular, Extracurricular, Enrichment Opportunities	Provide co-curricular, extra-curricular, and enrichment opportunities to foster student engagement and sense of community beyond the general curricular program.	$1,579,971.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Attendance Communication	Training and support for systematic /aligned practices across schools for communicating attendance concerns to individual families.	$8,200.00	No
3.3	Incentives for School Attendance	Schools will be provided with incentives to improve attendance rates and reduce chronic absenteeism.	$0.00	No
3.4	Transportation for Unduplicated Students	Provide transportation for low income students to support school attendance.	$90,000.00	Yes
3.5	Chronic Absenteeism: Subgroups	Provide specific support to address chronic absenteeism of underperforming student groups, which will include: support for Filipino students districtwide, support for all students at Gladstone Elementary and Oak Mesa Elementary, support for English learners, low income, students with disabilities, and white students at Roynon Elementary, support for Hispanic students at students of two or more races at Gladstone Elementary, and support for Hispanic students and low income students at Oak Mesa Elementary. District personnel will work with school teams to target these student groups for support including home-to-school communication, incentive programs, and similar efforts.	$0.00	No
3.6	Positive Behavior Systems	Professional development to support schools to establish multi-tiered systems of support for positive behavior.	$0.00	No
3.7	SEL Curriculum	Purchase and provide professional development for the implementation of an SEL curriculum for elementary students.	$15,744.00	No
3.8	Behavior Technicians	LREBG Action Fund staff to provide behavior support for students with atypical behaviors or to develop classroom systems that support all students with positive behavior. Research demonstrates that students from low income and foster backgrounds are more likely to experience trauma inducing events,	$356,666.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and schools can successfully support students through behavior interventionists (source: CPI). These actions are aligned with allowable uses of LREBG funds by integrating evidence-based pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to address pupil trauma and social-emotional learning. LREBG Metrics: 3.6- Suspension Rates LREBG Funds supporting this action: $130,677		
3.9	Suspension: Subgroups	Provide specific support to reduce suspension rates for overrepresented student groups, which will include: support for homeless students districtwide, support for African American, homeless, and low income students at Lone Hill Middle School, support for African American students at San Dimas High, support for English learners, low income, and students with disabilities at Bonita High, and support for low income students at La Verne Heights Elementary. District personnel will work with school teams to provide targeted support for applying positive behavior systems, applying trauma informed approaches, aligning school-wide social emotional supports, and provide related professional development for certificated and support staff.	$0.00	Yes
3.10	Foster/ Homeless Youth Support	Community liaisons will provide added support and services for students in foster care programs or experiencing housing insecurity to improve their attendance. This action will target chronic absenteeism.	$91,098.00	Yes
3.11	Mental Health Services	LREBG Action Provide general education mental health specialists to support schools. Research demonstrates that students from low income and foster backgrounds are more likely to experience trauma inducing events, and schools can successfully support students through dedicated mental health staff (source: CASC). These actions are aligned with allowable uses of LREBG funds by integrating evidence-based pupil supports to address other barriers to learning, such as the provision of health, counseling, or	$2,035,629.00	Yes

Action #	Title	Description	Total Funds	Contributing
		mental health services, or programs to address pupil trauma and social-emotional learning. LREBG Metrics: 3.1 Attendance Rates and 3.2 Chronic Absenteeism Rates LREBG Funds supporting this action: $ 836,063		
3.12	Care Solace Referral System	Provide resource for outside agency support for social emotional and mental health needs.	$22,000.00	No
3.13	Parent Education Programs	Survey parents to identify programs that they believe will assist them to support their children's school success. Pilot programs for engagement.	$0.00	No
3.14	Parent Communication Systems	Maintain two-way communication with families to support student success.	$14,915.00	No
3.15	Data Systems for Educational Partner Feedback	Use digital tools to solicit feedback from educational partners.	$44,823.00	No
3.16	Equity Committee	Adapt equity committee to meet regularly and target district equity need with an action orientation.	$0.00	No
3.17	Nursing Supports	LREBG Action Additional school nurse and licensed vocational nurse personnel hours will be provided to decrease health personnel staff-to-student ratios and address health related barriers to learning recovery, including poor attendance and chronic absenteeism. Research demonstrates that students from low income and foster backgrounds are more likely to experience trauma inducing events, and schools can successfully support students through managing wellness and chronic conditions (source: NASN). These actions are aligned with allowable uses of LREBG funds by integrating evidence-based pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health	$337,317.00	No

Action #	Title	Description	Total Funds	Contributing
		services, or programs to address pupil trauma and social-emotional learning. LREBG Metrics: 3.1 Attendance Rates and 3.2 Chronic Absenteeism Rates LREBG Funds supporting this action: $ 337,317		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

2023 Dashboard- There are no dashboard metrics in which Vista has reported measures; the small population size does not permit reporting.
2024 Dashboard- There are no dashboard metrics in which Vista has reported measures; the small population size does not permit reporting.

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

Local measures were reviewed and the following areas of need were identified:
Students have not consistently participated in benchmark measures across reporting periods and a common measure is needed. It will be critical to ensure that student participation is consistent to drive these goals, so a specific goal for student participation in each assessment has been included with proficiency metrics. We will use STAR Reading and Math Assessments to measure student progress, although we acknowledge that student mobility might make it difficult to track the same students across reporting periods.

Students have the ability to earn 6 credits per SBUS unit (approximately one month), but not all students earn this amount of credit per unit, depending on the work completed. The average credit earned per SBUS is currently 4.2. The team will identify ways to improve support for students and increase the number of credits earned.

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

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

In the Spring of 2025, feedback was again solicited from staff, parents, and students. The school team met to evaluate progress toward goals and successes/ barriers. Consistent with the prior year, parents and students felt that the program is positively impacting students. They again shared the desire for expanded course offerings. Specific students provided suggestions for incentives to increase engagement across all student groups.

Based on local measures and community feedback, we will continue with this goal as written. Progress has been made toward improving credit recovery, but more work is necessary to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local Measure: Credits earned per month	Average credit earned per month Unit is 4.2 credits (Local data- Credit Tracking)	3.79 credits per month		Average credit earned per month - 6 credits	-.41 credits per month
4.2	ELA/ Reading Benchmark Participation	50% of enrolled students were tested	85% of students tested		90% of students tested EOY ELA Benchmark	+45% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(STAR Reading/ Reading Plus)	EOY ELA Benchmark 23-24				
4.3	ELA/ Reading Benchmark Proficiency (STAR Reading/ Reading Plus)	11 % of students proficient- 23-24 EOY (Baseline reflects partial participation)	9% of students proficient		50% of students proficient on EOY ELA Benchmark	-2% of students
4.4	Math Benchmark Participation (STAR Math)	11% of enrolled students tested (EOY Math)	77% of students tested		90% of students tested EOY Math Benchmark	+66% of students
4.5	Math Benchmark Proficiency (STAR Math)	13 % of students proficient- 23-24 EOY (Baseline reflects partial participation)	20% of students proficient		50% of students proficient on EOY Math Benchmark	+7% of students

Goal Analysis [2024-25]

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

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

IMPLEMENTATION:
All actions were fully implemented:
Data Driven Continuous Improvement (action 4.1) and Communities of Practice (action 4.2) were fully implemented and will continue throughout the course of this plan. This systemic approach is embedded in BUSD culture and has been embraced by Vista staff.
Planned Enhancements to the Credit Recovery Program (action 4.3) and Expand Course Offerings (action 4.4) have also been fully implemented and their impact is seen in some student groups.

There are no actions that were partially implemented or not implemented.

KEY SUCCESSES: The additional courses that were planned and offered through APEX did allow several Vista students to increase their rate of credit recovery as it was hoped. Students participated in traditional classes while also completing coursework through the online learning platform after traditional school hours.

NOTABLE CHALLENGES: While some students in this program connected with school staff and demonstrated success, others did not. The team met to discuss all learning conditions and identify remedies for the disparity. It was evident that student engagement and social emotional supports could be improved through adjustments to departmentalization and student schedules, and these changes will be made in the 2025-2026 school year.

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

There were no material differences for the actions in this goal.

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

Action 4.1 (Data Driven Instructional Improvement) and Action 4.2 (Communities of Practice) demonstrated mixed effectiveness in progress toward achieving Goal 4:
--Strong effectiveness was demonstrated by significant improvement in ELA Benchmark Participation (Metric 4.2) and Math Benchmark Participation (Metric 4.4). Given the high mobility present in the Vista Opportunity School environment, participation in benchmark assessments has been a challenge in prior years. We are encouraged that the school team is working to ensure that all students participate in benchmark assessments, because we know this is vital to accurately measure student progress and set goals for academic growth.
--Some effectiveness was demonstrated in Math Benchmark Proficiency (Metric 4.5), with a 7% increase in the number of students who scored proficient on this assessment.
--Less effectiveness was demonstrated in ELA/Reading Benchmark Proficiency (Metric 4.3), with a slight (2%) decline in the number of students who scored proficient. We continue to believe that the actions will support student growth in this area, but more time is needed to see results.

Action 4.3 (Enhance Credit Recovery Program) and 4.4 (Expand Course Offerings) did not achieve desired outcomes, with a decrease in credits (-.41) earned per month demonstrated in Metric 1.1. The team continues to believe that the established structure will support all students to increase the number of credits they are able to earn per month. A closer look at local data demonstrated that, under specific conditions, students were able to thrive and earn more credits with supports as established. An analysis of disparities in student progress highlighted the importance of school connectedness to student success. The team will now work to replicate those conditions among all students participating in the program.

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

No changes will be made to the planned goal, target outcomes, or actions.
To improve accuracy, enhance clarity and facilitate understanding of this plan by educational partners, the titles for each of the metrics in this goal have been changed:
Metric 4.1- SBUS (standards based instructional unit) has been changed to "month." Each SBUS is a one-month unit, and we believe the month moniker will be more meaningful to the readers of this goal by avoiding jargon.
Metrics 4.2 and 4.3- The title of the metric was revised to reflect the range of benchmark levels available to all students. For some reading levels, STAR reading is appropriate; for other reading levels, Reading Plus is more appropriate. Because the goal was to measure participation and proficiency in ELA/ Reading, the title of the measure was broadened to include the benchmark that is appropriate to each student's learning level. NOTE: The team considered retaining both as individual metrics. However, Vista is a very small school, and publicizing each of these metrics individually would risk compromising the confidentiality of the students in the program.

Metrics 4.4 and 4.5- Format was changed to reflect the same format used in Metrics 4.2 and 4.3

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Data-Driven Continuous Improvement	Data driven cycle of continuous improvement- identify essential learning, define mastery, refine instructional sequence, assess, use data to identify program and student needs	$54,894.00	No
4.2	Communities of Practice	Teachers and support staff will meet regularly and collaborate on data-driven instructional improvement. Meetings will focus on the specific needs of Vista's students and use benchmark assessments to identify opportunities to strengthen the credit recovery program and increase course offerings that have not traditionally been possible with the small size of the school.	$0.00	No
4.3	Enhance Credit Recovery Program	Students will be provided with intervention time and resources to ensure that they are able to earn credit within the designated time period for each course (6 credits per month)	$0.00	No
4.4	Expand Course Offerings	Students will be provided access to a digital platform to expand course offerings beyond the scope of what is available in their small school setting (APEX).	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,957,154	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.291%	0.000%	$0.00	7.291%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Data-Driven Continuous Improvement **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12%	All schools demonstrate achievement gaps between LI students and their peers. To close these gaps, school personnel will identify essential learning, define and assess mastery, refine instructional sequence, and use disaggregated data to identify the specific supports, including improved instructional strategies, targeted small group instruction, intervention materials, and additional instructional time. While this data will vary by year, the baseline which has prompted	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). Families continue to value the high level of education that is provided by the district, and we know that summer intervention programs are an important part of the support needed to recoup credit and reduce summer learning loss. **Scope:** LEA-wide	ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from targeted support services for additional learning time. BUSD data demonstrates that intervention programs have supported growth for students who do not master content during core instruction. Summer intervention programs provide more time for learning and help to reduce summer learning loss, which is critical for students who need it. The impact can be even greater for LI students, who may lack academic support and materials outside of the school setting. Supporting LI students with this resource if the most effective use of these funds.	Local benchmarks will also be monitored for progress of individual students as part of this focus.
1.7	**Action:** Summer Library **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP ELA Percent Proficient: District- 71.78% LI- 61.12%	All schools demonstrate reading proficiency achievement gaps between LI students and their peers. The BUSD summer library program provides access to school libraries to check out materials and complete Accelerated Reader quizzes toward summer reading goals, providing access and also motivating students. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP ELA Percent Proficient: District- 71.78%	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BUSD Low Income (LI) students face barriers to becoming fluent readers. They lack access to public libraries and are less likely to have reading materials at home. Their families often work long hours and are more likely to be single parent homes, yielding less support for reading at home. Students who read less at home are more likely to experience summer learning loss. **Scope:** LEA-wide	LI- 10.66% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from accessing the summer library program. Research demonstrates that students from low-income families are especially vulnerable to summer learning loss due to a lack of access to educational resources like books, enrichment programs, and cultural experiences that their more affluent peers often enjoy. Supporting LI students with this resource if the most effective use of these funds.	
1.16	**Action:** CHAP CSI **Need:** An achievement gap persists between the academic performance of all BUSD students and the academic performance of LI students at Chaparral HS. Because this program serves as a continuation school for comprehensive high schools, students who participate have not been successful in universal and intervention programs. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- Chaparral HS- 8.51% ELA- Chaparral LI- not reported due to small numbers Math- District- 57.86% Math- Chaparral HS- 0%	Chaparral High School demonstrates an achievement gap between LI students and their peers. In addition, LI students are overrepresented at Chaparral HS when compared to district data. The CSI needs assessment process identified the need to provide intervention support for students during the day because transportation and competing responsibilities preclude programs outside of the school day. Data reflect these disparities: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- Chaparral HS- 8.51% ELA- Chaparral LI- not reported due to small numbers Math- District- 57.86% Math- Chaparral HS- 0% Math- Chaparral LI- not reported due to small numbers	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) 1.5- Completion of a-g Requirements (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Math- Chaparral LI- not reported due to small numbers Completion of a-g Requirements by Graduates: District- 62.2% Chaparral HS- 0% Chap Low Income (LI)- 0% Comparatively, students at Chaparral are much more likely to be designated as LI than the district as a whole: BUSD Low Income- 34.5% Chap HS Low Income- 56.6% Chaparral HS Low Income (LI) students face barriers to mastering essential standards in core content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). They may lack support at home for academic content and daily routines. **Scope:** Schoolwide	Completion of a-g Requirements by Graduates: District- 62.2% Chaparral HS- 0% Chap Low Income (LI)- 0% These actions are being provided on a a school wide basis for Chaparral because all students can benefit from CSI funded supports. CSI funds will be applied to a data-driven continuous improvement process. Research demonstrates that the data-driven continuous improvement process is the most effective way to identify and target equity gaps. Once identified, students will be provided direct, interactive instruction, small group instruction, and additional time for learning. These supports are the most effective use of funds to support LI students to master essential learning.	
2.2	**Action:** Staffing to Improve Graduation Rates **Need:** An achievement gap persists between the rates of completion of a-g requirements of all	All secondary schools demonstrate an achievement gap between unduplicated students and their peers in the rate of completion of a-g requirements. Specific personnel in secondary schools can provide access to coursework, support for completing college entrance requirements, and assistance with navigating	1.5 Completion of a-g Requirements by Graduates (LI student progress and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	BUSD students and the rates of completion of a-g requirements of low income students. Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% BUSD Low Income (LI) students face barriers to completing a-g requirements, lacking access to support for academics, a quiet place to study, and access to technology and materials. They may also face competing responsibilities as they need to work or support rearing younger siblings. **Scope:** LEA-wide	financial aid requirements. Administrators, counselors, and student support personnel are trained to monitor the district plan for support and implement strategies designed to address the specific needs of low income students as they complete college entry coursework. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-2023 Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% These actions are being provided on an LEA-wide basis because all students can benefit from support toward achieving a-g requirements. Research demonstrates that LI students are less likely to meet the requirements for college, and that early intervention support from high school staff can reduce this gap (Venezla & Jaeger, 2013). Students from low income backgrounds are less likely to have college-prepared mentors and need trained school staff to assist them with this.	
2.5	**Action:** Professional Development **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78%	All schools demonstrate achievement gaps between LI students and their peers. Professional development is needed to improve teaching practice, and can support staff to implement strategies that engage all learners, build content vocabulary, and use assessments to drive instruction. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient:	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	trauma-inducing events. Behavior support staff can provide schools with the tools to support students and create safe environments that benefit all children (CPI, 2023). Supporting LI students with behavior technicians is the most effective use of these funds.	
3.9	**Action:** Suspension: Subgroups **Need:** An LEA-wide achievement gap persists between the suspension rates of all students and the suspension rates of low income students. 2022-23 Suspension Rates District- 2.8% LI- 4.3% Suspension data is correlated to behavior incidents that are precursors to suspension. Survey results demonstrate that more than one third of staff consider behavior to be a moderate to severe problem. Students from low income backgrounds are more likely to be exposed to trauma inducing incidents and substance abuse/ violence in their neighborhoods. In addition, school staff can lack training in developing supporting environments to respond to these needs. **Scope:** LEA-wide	The rate of suspension for LI students far exceeds the rate for all students: 2022-23 Suspension Rates District- 2.8% LI- 1.5% achievement gap These actions are being provided on an LEA-wide basis because all students can benefit from positive behavior systems, trauma informed approaches, and social emotional supports. Research shows that students from low income backgrounds are far more likely to experience trauma-inducing events CPI, 2023). Addressing the root causes of suspension will require us to apply trauma informed practices, systems for positive behavior, and related supports. Supporting LI students with systemic reform is the most effective use of these funds.	3.6- Suspension Rates (LI rates and narrowing of achievement gap) Local behavior data will also be audited for progress monitoring of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.10	**Action:** Foster/ Homeless Youth Support **Need:** An achievement gap persists between attendance for all students and attendance of foster youth and homeless students. 2022-23 Chronic Absenteeism District- 20.7% FY- 32.7% BUSD staff value the district systems that allow them to provide academic support to all students. Students in foster placement experience greater risk of school failure due to high mobility and the stressful environment created by uncertain living conditions. Amid competing challenges, school attendance frequently suffers. **Scope:** LEA-wide	All schools demonstrate chronic absenteeism gaps between foster youth and their peers. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Chronic Absenteeism District- 20.7% FY- 12% achievement gap These actions are principally directed at foster youth, but provided on an LEA-wide basis because all students can benefit from this support. Numerous studies support the use of personnel to provide comprehensive systems of support for foster youth, who are at high risk for educational failure (California Children's Trust, 2022). Community liaisons can provide added support and services for students in foster care programs or experiencing housing insecurity. Dedicated personnel that can provide wrap-around support and resources to homeless and foster youth can support the mitigation of challenges that impede learning and reduce chronic absenteeism. This is the most effective use of funds to support foster youth.	3.2 Chronic Absenteeism Rates (FY and narrowing of achievement gap)
3.11	**Action:** Mental Health Services **Need:** An achievement gap persists between pupil engagement for all students and pupil engagement for foster youth and homeless students. The California school dashboard	All schools demonstrate an achievement gap between engagement metrics for all students and engagement metrics for LI students. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Chronic Absenteeism District- 20.7%	3.2 Chronic Absenteeism Rates (LI and narrowing of achievement gap) 1.5- Completion of a-g Requirements (LI and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	measures pupil engagement through chronic absenteeism and graduation rates: 2022-23 Chronic Absenteeism District- 20.7% LI- 29.7% Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% Low income students are more likely to be exposed to trauma inducing incidents and substance abuse/ violence in their homes and neighborhoods. In addition, school staff can lack training in developing supporting environments to respond to these needs. This lack of support leads to reduced engagement in school, increasing absenteeism and reducing school completion rates. **Scope:** LEA-wide	LI- 29.7% Completion of a-g Requirements by Graduates: District- 62.2% LI- 50.4% These actions are being provided on an LEA-wide basis because all students can benefit from the social emotional support to address mental health needs. Mental health specialists can provide support and services for LI students when they face social emotional challenges including adverse childhood experiences. Dedicated personnel that can provide support and resources can support the mitigation of challenges that impede learning. This is the most effective use of these funds to support LI students.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** EL Master Plan **Need:** English learners make up 5.2% of students in BUSD, and students who are not yet proficient require specific support to acquire English. Data from 2023-2024 demonstrate that 46.3% of students are making progress toward proficiency and the district reclassification rate is currently 17.73%. English learners require additional support in literacy instruction, oral language skills, and differentiation. Although BUSD has designated resources to English learners, we have lacked a comprehensive plan to ensure that initiatives are coordinated across schools and programs. **Scope:** Limited to Unduplicated Student Group(s)	A coordinated effort within and across English learner programs seeks to identify areas of strength and need for EL students. The percentage of English learners in BUSD is small when compared to other California districts, but the performance of identified students represents and equity need for the district. The data forms the basis for the need is: 2022-2023 CAASPP ELA Proficiency: District: 71.78% proficient EL students: 27.62% proficient Completion of a-g requirements by graduates: District: 44.38% EL- 23.3% 22-23 ELs Making Progress Toward Proficiency: 46.3% 23-24 EL Reclassification Rate: 17.73% 22 Percentage of Ever-EL Classified as LTEL- 14.7% Specific instruction in English and curricular supports for language within other subject areas can provide EL students with the tools to be successful. The EL master plan will seek to coordinate these services for English learners and ensure that comprehensive supports exist at all levels.	1.2 CAASPP ELA Percent Proficient (EL progress and narrowing of achievement gap) 1.5 Completion of a-g requirements (EL progress and narrowing of achievement gap) 1.8 ELs Making Progress Toward Proficiency 1.9 EL Reclassification Rate 1.10 LTEL Progress Interim and local assessments will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** EL Support Staff **Need:** English learners make up 5.2% of students in BUSD, and students who are not yet proficient require specific support to acquire English. Data from 2023-2024 demonstrate that 46.3% of students are making progress toward proficiency and the district reclassification rate is currently 17.73%. English learners require additional support in literacy instruction, oral language skills, and differentiation. Dedicated staff can provide ELs with these supports. **Scope:** Limited to Unduplicated Student Group(s)	The data forms the basis for the need is: 2022-2023 CAASPP ELA Proficiency: District: 71.78% proficient EL students: 27.62% proficient Completion of a-g requirements by graduates: District: 44.38% EL- 23.3% 22-23 ELs Making Progress Toward Proficiency: 46.3% 23-24 EL Reclassification Rate: 17.73% 22 Percentage of Ever-EL Classified as LTEL- 14.7% Specific instruction in English and curricular supports for language within other subject areas can provide EL students with the tools to be successful. McREL (2014) validates the need for high-quality instructional intervention from trained staff to acquire English and also access core content learning. EL students in the study were least likely to engage in academic tasks during whole class and individual instruction. For this reason, dedicated staff is needed.	1.2 CAASPP ELA Percent Proficient (EL progress and narrowing of achievement gap) 1.5 Completion of a-g requirements (EL progress and narrowing of achievement gap) 1.8 ELs Making Progress Toward Proficiency 1.9 EL Reclassification Rate 1.10 LTEL Progress Interim and local assessments will also be monitored for progress of individual students as part of this focus.
1.12	**Action:** Support for FY and Homeless- Liaisons and Support Services **Need:** An achievement gap persists between the academic performance of all students and the academic performance of foster youth and homeless students.	Community liaisons can provide added support and services for students in foster care programs or experiencing housing insecurity. Dedicated personnel that can provide wrap-around support and resources to homeless and foster youth can support the mitigation of challenges that impede learning.	1.2- CAASPP ELA (FY progress and narrowing of achievement gap) 1.3- CAASPP Math (FY progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2022-23 CAASPP ELA Percent Proficient: District- 71.78% FY- 26.6% 2022-23 CAASPP Math Percent Proficient: District- 57.86% FY- 6.25% Partner feedback demonstrates that staff value the district systems that allow them to provide academic support to all students. Families continue to value the high level of education that is provided by the district, and we know that students in foster placement or experiencing housing insecurity struggle to master grade level learning amid competing challenges. **Scope:** Limited to Unduplicated Student Group(s)	All schools demonstrate achievement gaps between foster youth and their peers. unduplicated students and their peers. Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP ELA Percent Proficient: District- 71.78% FY- 45.18% achievement gap 2022-23 CAASPP Math Percent Proficient: District- 57.86% FY- 51.61% achievement gap These actions are being provided on an LEA-wide basis because foster youth and housing insecure students are present in all schools.	of individual students as part of this focus.
2.4	**Action:** Standard-Based Supplemental Materials **Need:** An achievement gap persists between the academic performance of all students and the academic performance of unduplicated students. 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 61.12% Math- District- 57.86% Math- LI- 44.88% BUSD Low Income (LI) students face barriers to mastering essential standards in core	All schools demonstrate achievement gaps between LI students and their peers. To close these gaps, school personnel can reteach and refine instruction with the aid of supplemental materials. While this data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 CAASPP Percent Proficient: ELA- District- 71.78% ELA- LI- 10.66% achievement gap Math- District- 57.86% Math- LI- 12.98% achievement gap BUSD data demonstrates that intervention programs have supported growth for students who	1.2- CAASPP ELA (LI student progress and narrowing of achievement gap) 1.3- CAASPP Math (LI student progress and narrowing of achievement gap) Local benchmarks will also be monitored for progress of individual students as part of this focus.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	content areas. They are less likely to access to early education opportunities, academic support outside of the school setting, and material resources that can mitigate learning gaps (technology, books, etc.). **Scope:** Limited to Unduplicated Student Group(s)	do not master content during core instruction. Supplemental materials are needed to provide students with added resources to address learning gaps. Supporting LI students with this resource if the most effective use of these funds.	
3.4	**Action:** Transportation for Unduplicated Students **Need:** Low income demonstrate higher levels of chronic absenteeism and lower attendance rates. During the 2022-2023 school year: Average Number of Days Absent Per Student: District- 11.8 days LI students- 14.2 days Chronic Absenteeism Rates: District- 20.7% Low Income- 29.7% During attendance meetings with families, we have identified transportation barriers as one root cause for this attendance concern. LI students are more likely to require transportation services because of parents working multiple jobs, lack of reliable vehicles, or limited access to bus routes. **Scope:**	Data will vary by year, the baseline which has prompted BUSD to provide this action on an LEA-wide basis is the following: 2022-23 Average Number of Days Absent Per Student: District- 11.8 days LI students- 14.2 days Chronic Absenteeism Rates: District- 20.7% Low Income- 29.7% Free and reliable transportation can help improve a student's attendance and academic performance.	3.1- Attendance Rates (LI rates and narrowing of achievement gap) 3.2- Chronic Absenteeism Rates (LI rates and narrowing of achievement gap)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

Not applicable

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	109,137,611	7,957,154	7.291%	0.000%	7.291%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$115,451,197.00	$32,038,295.00	$61,763.00	$4,344,457.00	$151,895,712.00	$142,654,463.00	$9,241,249.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Data-Driven Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$820,470.00	$171,416.00	$820,470.00	$171,416.00	$0.00	$0.00	$991,886.00	0
1	1.2	Communities of Practice	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$364,963.00	$0.00	$364,963.00	$0.00	$0.00	$0.00	$364,963.00	0
1	1.3	RTI/ MTSS	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$4,000.00	$4,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	0
1	1.4	Intervention Personnel	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,834,623.00	$0.00	$1,160,931.00	$1,584,633.00	$0.00	$89,059.00	$2,834,623.00	0
1	1.5	Supplemental Intervention	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$66,789.00	$66,789.00	$0.00	$0.00	$0.00	$66,789.00	0
1	1.6	Summer Intervention Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$588,640.00	$0.00	$529,756.00	$0.00	$0.00	$58,884.00	$588,640.00	0
1	1.7	Summer Library	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Allen Ave, Ekstrand, Gladstone, Grace Miller, La Verne Heights, Roynon, Oak Mesa, Shull TK-5	Ongoing	$6,827.00	$0.00	$6,827.00	$0.00	$0.00	$0.00	$6,827.00	0
1	1.8	Supplemental Programs for Enrichment	All	No			All Schools	Ongoing	$8,000.00	$22,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.9**	EL Master Plan	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$13,250.00	$0.00	$13,250.00	$0.00	$0.00	$13,250.00	0
1	**1.10**	EL Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$364,393.00	$0.00	$309,499.00	$0.00	$0.00	$54,894.00	$364,393.00	0
1	**1.12**	Support for FY and Homeless- Liaisons and Support Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$273,295.00	$0.00	$218,401.00	$0.00	$0.00	$54,894.00	$273,295.00	0
1	**1.13**	CTE Counselor/ Coordinator and Program Supports	All	No			Specific Schools: Bonita High School, Chaparral High School, San Dimas High School 9-12	Ongoing	$176,878.00	$22,376.00	$0.00	$199,254.00	$0.00	$0.00	$199,254.00	0
1	**1.14**	CCGI	All	No			Specific Schools: Bonita High School, Chaparral High School, San Dimas High School 9-12	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	**1.15**	Workability	Students with Disabilities	No			Specific Schools: Bonita HS, San Dimas	Ongoing	$250,984.00	$12,362.00	$0.00	$132,383.00	$61,763.00	$69,200.00	$263,346.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							HS, Chaparral HS									
1	1.16	CHAP CSI	Low Income	Yes	School wide	Low Income	Specific Schools: Chaparral High School 11-12	2024-2027	$491,815.00	$26,471.00	$0.00	$167,192.00	$0.00	$351,094.00	$518,286.00	0
1	1.17	Academic Performance: Subgroups	Students with Disabilities	No			Specific Schools: Lone Hill Middle School and San Dimas High School	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
2	2.1	Staffing	All	No			All Schools	Ongoing	$120,765,299.00	$0.00	$90,607,212.00	$26,889,231.00	$0.00	$3,268,856.00	$120,765,299.00	0
2	2.2	Staffing to Improve Graduation Rates	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Bonita High School, San Dimas High School, Chaparral High School 9-12	Ongoing	$3,447,793.00	$0.00	$3,447,793.00	$0.00	$0.00	$0.00	$3,447,793.00	0
2	2.3	Standards-Based Core Materials	All	No			All Schools	Ongoing	$0.00	$1,198,625.00	$45,500.00	$1,153,125.00	$0.00	$0.00	$1,198,625.00	0
2	2.4	Standard-Based Supplemental Materials	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$0.00	$292,827.00	$251,283.00	$41,544.00	$0.00	$0.00	$292,827.00	0
2	2.5	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$100,238.00	$105,859.00	$147,358.00	$58,739.00	$0.00	$0.00	$206,097.00	0
2	2.6	Technology	All	No			All Schools	Ongoing	$0.00	$166,780.00	$166,780.00	$0.00	$0.00	$0.00	$166,780.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Teachers on Special Assignment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$256,354.00	$0.00	$0.00	$109,615.00	$0.00	$146,739.00	$256,354.00	0
2	2.8	Induction Program	All	No			All Schools	Ongoing	$0.00	$98,395.00	$0.00	$98,395.00	$0.00	$0.00	$98,395.00	0
2	2.9	Maintain/ Improve Facilities	All	No			All Schools	Ongoing	$7,906,606.00	$6,382,127.00	$14,288,733.00	$0.00	$0.00	$0.00	$14,288,733.00	0
2	2.10	Improve Campus Safety Monitoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	Co-Curricular, Extracurricular, Enrichment Opportunities	All	No			All Schools	Ongoing	$1,546,096.00	$33,875.00	$1,579,971.00	$0.00	$0.00	$0.00	$1,579,971.00	0
3	3.2	Attendance Communication	All	No			All Schools	2024-2027	$0.00	$8,200.00	$8,200.00	$0.00	$0.00	$0.00	$8,200.00	0
3	3.3	Incentives for School Attendance	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.4	Transportation for Unduplicated Students	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-2027	$0.00	$90,000.00	$90,000.00	$0.00	$0.00	$0.00	$90,000.00	0
3	3.5	Chronic Absenteeism: Subgroups	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.6	Positive Behavior Systems	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.7	SEL Curriculum	All	No			TK-5	2024-2027	$0.00	$15,744.00	$0.00	$15,744.00	$0.00	$0.00	$15,744.00	0
3	3.8	Behavior Technicians	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$356,666.00	$0.00	$0.00	$130,677.00	$0.00	$225,989.00	$356,666.00	0
3	3.9	Suspension: Subgroups	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.10	Foster/ Homeless Youth Support	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	Ongoing	$0.00	$91,098.00	$91,098.00	$0.00	$0.00	$0.00	$91,098.00	0
3	3.11	Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$2,035,629.00	$0.00	$1,174,718.00	$836,063.00	$0.00	$24,848.00	$2,035,629.00	0
3	3.12	Care Solace Referral System	All	No			All Schools	2024-2027	$0.00	$22,000.00	$22,000.00	$0.00	$0.00	$0.00	$22,000.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.13**	Parent Education Programs	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.14**	Parent Communication Systems	All	No			All Schools	Ongoing	$0.00	$14,915.00	$14,915.00	$0.00	$0.00	$0.00	$14,915.00	0
3	**3.15**	Data Systems for Educational Partner Feedback	All	No			All Schools	Ongoing	$0.00	$44,823.00	$0.00	$44,823.00	$0.00	$0.00	$44,823.00	0
3	**3.16**	Equity Committee	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	**3.17**	Nursing Supports	All	No			All Schools		$0.00	$337,317.00		$337,317.00			$337,317.00	
4	**4.1**	Data-Driven Continuous Improvement	All	No			Specific Schools: Vista Opportunity School	2024-2027	$54,894.00	$0.00	$0.00	$54,894.00	$0.00	$0.00	$54,894.00	0
4	**4.2**	Communities of Practice	All	No			Specific Schools: Vista Opportunity School	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.3**	Enhance Credit Recovery Program	All	No			Specific Schools: Vista Opportunity School	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
4	**4.4**	Expand Course Offerings	All	No			Specific Schools: Vista Opportunity School	2024-2027	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
109,137,611	7,957,154	7.291%	0.000%	7.291%	$8,687,886.00	0.000%	7.960 %	**Total:**	$8,687,886.00
								LEA-wide Total:	$7,818,703.00
								Limited Total:	$869,183.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Data-Driven Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	$820,470.00	0
1	**1.2**	Communities of Practice	Yes	LEA-wide	Low Income	All Schools	$364,963.00	0
1	**1.3**	RTI/ MTSS	Yes	LEA-wide	Low Income	All Schools	$8,000.00	0
1	**1.4**	Intervention Personnel	Yes	LEA-wide	Low Income	All Schools	$1,160,931.00	0
1	**1.5**	Supplemental Intervention	Yes	LEA-wide	Low Income	All Schools	$66,789.00	0
1	**1.6**	Summer Intervention Programs	Yes	LEA-wide	Low Income	All Schools	$529,756.00	0
1	**1.7**	Summer Library	Yes	LEA-wide	Low Income	Specific Schools: Allen Ave, Ekstrand, Gladstone, Grace Miller, La Verne Heights, Roynon, Oak Mesa, Shull TK-5	$6,827.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	EL Master Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	0
1	1.10	EL Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$309,499.00	0
1	1.12	Support for FY and Homeless- Liaisons and Support Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$218,401.00	0
1	1.16	CHAP CSI	Yes	Schoolwide	Low Income	Specific Schools: Chaparral High School 11-12	$0.00	0
2	2.2	Staffing to Improve Graduation Rates	Yes	LEA-wide	Low Income	Specific Schools: Bonita High School, San Dimas High School, Chaparral High School 9-12	$3,447,793.00	0
2	2.4	Standard-Based Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$251,283.00	0
2	2.5	Professional Development	Yes	LEA-wide	Low Income	All Schools	$147,358.00	0
2	2.7	Teachers on Special Assignment	Yes	LEA-wide	Low Income	All Schools	$0.00	0
3	3.4	Transportation for Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$90,000.00	0
3	3.8	Behavior Technicians	Yes	LEA-wide	Low Income	All Schools	$0.00	0
3	3.9	Suspension: Subgroups	Yes	LEA-wide	Low Income	All Schools	$0.00	0
3	3.10	Foster/ Homeless Youth Support	Yes	LEA-wide	Foster Youth	All Schools	$91,098.00	0
3	3.11	Mental Health Services	Yes	LEA-wide	Low Income	All Schools	$1,174,718.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$147,088,384.00	$151,355,485.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Data-Driven Continuous Improvement	Yes	$811,527.00	$1,286,159.00
1	**1.2**	Communities of Practice	Yes	$250,272.00	$234,998.00
1	**1.3**	RTI/ MTSS	Yes	$8,000.00	$2,000.00
1	**1.4**	Intervention Personnel	Yes	$2,745,543.00	$3,825,305.00
1	**1.5**	Supplemental Intervention	Yes	$86,778.00	$66,786.00
1	**1.6**	Summer Intervention Programs	Yes	$425,000.00	$653,207.00
1	**1.7**	Summer Library	Yes	$7,744.00	$4,830.00
1	**1.8**	Supplemental Programs for Enrichment	No	$30,000.00	$13,091.00
1	**1.9**	EL Master Plan	Yes	$12,840.00	$13,250.00
1	**1.10**	EL Support Staff	Yes	$325,526.00	$348,875.00
1	**1.11**	EL Summer Institute	Yes	$63,068.00	$38,595.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Support for FY and Homeless-Liaisons and Support Services	Yes	$400,013.00	$375,024.00
1	1.13	CTE Counselor/ Coordinator and Program Supports	No	$199,246.00	$195,298.00
1	1.14	CCGI	No	$0.00	$0.00
1	1.15	Workability	No	$198,191.00	$198,191.00
1	1.16	CHAP CSI	Yes	$163,444.00	$174,382.00
1	1.17	Academic Performance: Subgroups	No	$0.00	$0.00
2	2.1	Staffing	No	$119,078,111.00	$119,978,588.00
2	2.2	Staffing to Improve Graduation Rates	Yes	$3,336,440.00	$3,361,670.00
2	2.3	Standards-Based Core Materials	No	$794,683.00	$1,389,620.00
2	2.4	Standard-Based Supplemental Materials	Yes	$211,884.00	$410,937.00
2	2.5	Professional Development	Yes	$169,971.00	$124,550.00
2	2.6	Technology	No	$184,850.00	$588,133.00
2	2.7	Teachers on Special Assignment	Yes	$457,387.00	$423,624.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Induction Program	No	$150,000.00	$64,723.00
2	2.9	Maintain/ Improve Facilities	No	$10,760,094.00	$13,021,861.00
2	2.10	Improve Campus Safety Monitoring	No	$0.00	$0.00
3	3.1	Co-Curricular, Extracurricular, Enrichment Opportunities	No	$1,923,456.00	$1,920,464
3	3.2	Attendance Communication	No	$10,000.00	$16,715.00
3	3.3	Incentives for School Attendance	No	$0.00	$0.00
3	3.4	Transportation for Unduplicated Students	Yes	$73,967.00	$90,279.00
3	3.5	Chronic Absenteeism: Subgroups	No	$0.00	$0.00
3	3.6	Positive Behavior Systems	No	$0.00	$0.00
3	3.7	SEL Curriculum	No	$15,113.00	$15,744.00
3	3.8	Behavior Technicians	Yes	$2,036,004.00	$354,202.00
3	3.9	Suspension: Subgroups	Yes	$0.00	$0.00
3	3.10	Foster/ Homeless Youth Support (repeated action 1.12)	Yes	$0.00	$0.00
3	3.11	Mental Health Services	Yes	$2,035,952.00	$2,036,004.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Care Solace Referral System	No	$22,000.00	$22,000.00
3	3.13	Parent Education Programs	No	$0.00	$0.00
3	3.14	Parent Communication Systems	No	$11,638.00	$14,915.00
3	3.15	Data Systems for Educational Partner Feedback	No	$43,000.00	$44,823.00
3	3.16	Equity Committee	No	$0.00	$0.00
4	4.1	Data-Driven Continuous Improvement	No	$46,642.00	$46,642.00
4	4.2	Communities of Practice	No	$0.00	$0
4	4.3	Enhance Credit Recovery Program	No	$0.00	$0
4	4.4	Expand course offerings	No	$0.00	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
7,753,521	$9,133,005.00	$9,365,736.00	($232,731.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Data-Driven Continuous Improvement	Yes	$640,111.00	$1,050,566.00	0	0
1	1.2	Communities of Practice	Yes	$250,272.00	$234,998.00	0	0
1	1.3	RTI/ MTSS	Yes	$8,000.00	$2,000.00	0	0
1	1.4	Intervention Personnel	Yes	$1,320,876.00	$1,982,399.00	0	0
1	1.5	Supplemental Intervention	Yes	$0.00	$0.00	0	0
1	1.6	Summer Intervention Programs	Yes	$250,000.00	$267,100.00	0	0
1	1.7	Summer Library	Yes	$7,744.00	$4,830.00	0	0
1	1.9	EL Master Plan	Yes	$0.00	$0.00	0	0
1	1.10	EL Support Staff	Yes	$325,526.00	$307,989.00	0	0
1	1.11	EL Summer Institute	Yes	$0.00	$0.00	0	0
1	1.12	Support for FY and Homeless-Liaisons and Support Services	Yes	$400,013.00	$375,024.00	0	0
1	1.16	CHAP CSI	Yes	$0.00	$0.00	0	0
2	2.2	Staffing to Improve Graduation Rates	Yes	$3,336,440.00	$3,361,670.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Standard-Based Supplemental Materials	Yes	$0.00	$410,937.00	0	0
2	**2.5**	Professional Development	Yes	$169,971.00	$102,841.00	0	0
2	**2.7**	Teachers on Special Assignment	Yes	$0.00	$0.00	0	0
3	**3.4**	Transportation for Unduplicated Students	Yes	$73,967.00	$90,279.00	0	0
3	**3.8**	Behavior Technicians	Yes	$1,175,051.00	$0.00	0	0
3	**3.9**	Suspension: Subgroups	Yes	$0.00	$0.00	0	0
3	**3.10**	Foster/ Homeless Youth Support (repeated action 1.12)	Yes	$0.00	$0.00	0	0
3	**3.11**	Mental Health Services	Yes	$1,175,034.00	$1,175,103.00	0	0

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
106,606,255	7,753,521	1.198	8.471%	$9,365,736.00	0.000%	8.785%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **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).
    - **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.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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