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 2019-20 LCAP Year

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

The total revenue projected for Bonsall Unified School District is $26,248,760, of which $21,507,737 is Local Control Funding Formula (LCFF), $1,522,910 is other state funds, $1,427,575 is local funds, and $1,790,538 is federal funds. Of the $21,507,737 in LCFF Funds, $0.00 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 Bonsall Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Bonsall Unified School District plans to spend $25,879,530 for the 2019-20 school year. Of that amount, $1,084,000 is tied to actions/services in the LCAP and $24,795,530 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- A majority of the personnel salaries, teachers, administrators, special education, transportation, utilities, custodial expenditures, STRS on-behalf, maintenance and other operational budgets.

**Increased or Improved Services for High Needs Students in 2019-20**

In 2019-20, Bonsall Unified School District is projecting it will receive $0.00 based on the enrollment of foster youth, English learner, and low-income students. Bonsall Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Bonsall Unified School District plans to spend $356,000 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
- The BUSD is focused on providing Tier 2 interventions utilizing Professional Learning Communities (PLDC) Framework for RTI. Monitoring student growth through the use of Benchmark assessments iReady, and focused instructional interventions are part of the overall vision for the BUSD’s plan to improve services for high needs students.
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

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

In 2018-19, Bonsall Unified School District's LCAP budgeted $494,000 for planned actions to increase or improve services for high needs students. Bonsall Unified School District estimates that it will actually spend $520,153 for actions to increase or improve services for high needs students in 2018-19.
Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name | Contact Name and Title | Email and Phone
--- | --- | ---
Bonsall Unified School District | David Jones, Superintendent | david.jones@bonsallusd.com, 760-631-5200

2017-20 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

CORE ELEMENTS of BONSALL UNIFIED SCHOOL DISTRICT

Purpose: Academic excellence and support for all students to be highly competitive in their chosen career path and college

Philosophy: Dedication to continuous improvement

Guiding Principles:
1. Develop young people of quality character, knowing that knowledge without depth of heart serves no positive purpose to the community
2. Improve student achievement
3. Preserve the trust relationship between the District and the school/community
4. Protect the fiscal security and condition of the district
5. Provide, to the extent possible, equitable salaries, benefits, and working conditions for all employees

Our purpose statement of “Academic excellence and support for all students to be highly competitive in their chosen career path and college” is the compass that guides our base program for students. This includes high quality teachers and leaders, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources. Our base funding supports the learning of approximately 2500 students in four schools within our eighty-eight square mile suburban/rural school district; Bonsall West Elementary (a TK-6 school in suburban Oceanside), Bonsall Elementary (a TK-5 rural school in Bonsall), Sullivan Middle School (6-8 rural school in Bonsall), and Bonsall High School which had their first graduating class in June 2018 and continues to share the Sullivan Middle School site. The District also has a dependent charter school, Vivian Banks Charter (a TK-5 rural school located on the reservation of the Pala Band of Mission Indians) that is developing a separate LCAP. We have a diverse population here in Bonsall.
Unified School District made up of 46.7% White, 33.1% Hispanic, American Indian 4.7%, Asian 3.2%, Pacific Islanders 0.6%, and Multi race 4.7%. Our socio-economically disadvantaged (35.4%), English Learners (12.9%), and Special Education (14.6%) subgroups are provided additional services targeted towards supporting them to reach their highest academic potential.

In 2008, the Bonsall Union School District developed a strategic plan that included unification. In November 2012 local voters approved a unification measure and Bonsall Union School District became Bonsall Unified School District on July 1, 2014. The Strategic Plan is connected to the Board Goals with strategic objectives that are reviewed biannually. This Local Control Accountability Plan is developed with consideration of this Strategic Plan, it’s success indicators, and how to continue improved student learning. Currently the strategic objectives include:
* Governance Alignment – Alignment of roles and responsibilities ranging from the Governing Board to the support from the students' homes will ensure effective use of resources (State Priority 1)
* Communication – Transitioning to digital communication and improving awareness of all stakeholders (State Priorities 3,5,6)
* Digital Conversion – Improving the use of technology for assessment, instruction, and extension of learning time (State Priorities 1, 2,3,4,5,7,8)
* Systems Alignment - Aligning district plans (Strategic plan, LCAP, Technology, Site Plan for Student Achievement) to support our college and career focus as we implement concurrent enrollment with community colleges in courses like graphic communications (State Priorities 1-8)
* Facilities Development – Develop district-wide infrastructure to accommodate growth and instructional transitions (State Priorities 1&6)

Student academic and social/emotional success will be a priority for all district and site personnel, and will create a cohesive focus for the base program for students. The District's budget includes the expense of high quality teachers and administrators, safe and clean facilities, standards based instructional materials, instructional support, operational and human resources

**LCAP Highlights**

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

The Bonsall Unified School District continues to build upon our focus to create a safe and welcoming environment by building relationships that engage families, students and staff (Goal 1). Stakeholder surveys show that students, parents, and staff continue to be concerned with school safety regarding both site access and evacuation protocols (Goal 1 Action 11). The stakeholder meetings provided input to add additional Actions to this Goal for 2019-20 due to additional housing construction around some of the schools. The surveys also show that stakeholders are encouraged with the changes/additions made to the Goal 1 Actions 2, 3, and 4 with sites introducing next steps in Restorative Practices, along with sites providing clear and consistent expectations for student behavior, strategies to prevent bullying, introduction to Professional Learning Communities, and then focus resources accordingly. Providing students with safe and positive learning experiences has our District wide SBAC ELA data showing that students meeting or exceeding the standards dropped by 1% (64% to 63%) in their scores from 2018. The District-wide Math SBAC percentage scores of students meeting or exceeding standards shows a decline of 3% points (58% to 55%) from the previous year. Students receiving intervention supports based on SBAC and/or district benchmarks were provided tutorials after school or intervention time during the school day (Goal 1 Action 9 and Goal 2 Action 4).

Students with disabilities, English Learners, and students who are from low income, homeless or foster families will continue to receive additional supports to assist them in reaching their potential. These additional supports include increased professional development (PLC Institute training) for
Review of Performance

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

Greatest Progress

The Bonsall Unified School District is proud of the growth made by our student subgroups in the area of mathematics. Our continued efforts to explore various digital resources and attend professional development opportunities around Professional Learning Communities, curriculum and instructional practices designed to implement the Math Common Core State Standards, along with a new district benchmark tool are starting to show gains as evidenced by 55% District-wide all students meeting or exceeding on the 2018 SBAC scores. EL students in grade 5 showed a 2% growth from the previous year, students with disabilities gained 4% growth in students meeting or exceeding standards. We believe the LCAP actions related to bilingual support and refining, implementing professional development plans around the CCSS and ELD standards (Goal 1 Actions 13, 19) played an important role in this success, along with District-wide PLC Institute training for staff. The growth in math on the SBAC, district wide, has our math in the green level on the Dashboard.

Our Language Arts District-wide 63% of all students scoring in the meeting or exceeding standards category, continues to be high with overall scores in the green level on the Dashboard. Our EL subgroup of students increased to the Yellow Performance Indicator from the previous year, along with our Hispanic subgroup scoring into the Yellow Performance Indicator in ELA from the previous year. The 2019 stakeholder survey shows (88% up from 84% in the previous year) parent's most positive responses were with regard to the school providing resources and materials for students (Goal 3 Action 7). Using digital ELA materials, an ELA curriculum pilot at two sites, the WRITE Institute at Bonsall Elementary school, and increasing EL student support teachers (Goal 3 Actions 3, 7, and 15) has contributed to this success of maintaining the overall percentage of BUSD students in grades 3-8 and 11th meeting or exceeding ELA standards. We are excited that our EL students increased in meeting and exceeding standards for a second year in a row by 1% point, our Low Income student subgroup increased 2% and our Students with Disabilities improved by 2% on that same measure. BUSD will continue to implement the above curriculum and staff support for continuous improvement.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?
Greatest Needs

There are no indicators in the red or orange for all students. According to the State dashboard, a review of district-wide benchmark data, grade level assessments and feedback from the stakeholder groups show these areas as focus points for the upcoming year. In the "All" student groups, BUSD students scored in the Green Academic performance indicator for ELA and Math. BUSD staff reviewed both the state indicators and the local performance indicators and determined that the following areas need significant improvement based on the review and scoring in the orange and red performance indicator for our EL, Homeless, and Low Income student subgroups for both ELA and Math. In addition, our EL and Student with Disabilities subgroups scored in the orange performance indicator for math.

Sites are reviewing the "all" student column and using data to determine if their Bilingual Paraprofessional supports are enough and determining whether to add personnel to other classes (science and electives) (Goal 3 Action 10), investigating ELD supplemental materials to assist in the ELD classes (Action 2 Action 9), and reviewing master schedule plans for the 19-20 school year to provide additional support staff in the math and ELA classrooms. In 2018-19, our district ELD coordinator began providing PD to our teaching staff at the middle school and will continue this support in the coming year (Goal 2 Action 11). In addition to the data review of our EL subgroup, sites will be reviewing the Actions in Goals 2 and 3 to determine how to support our Low Income, Homeless, and Students with Disabilities students in ELA and Math academic performance indicators as staff begin to determine grade level essential standards and learning targets for our students (Goal 2 Actions 4, 8, and 12; Goal 3 Actions 3).

Our Chronic Absenteeism performance indicator shows our American Indian student subgroup scoring in the red with six other subgroups (African Americans, Students with Disabilities, EL, Filipino, Hispanic, and Low Income) scoring in the orange. Through the Differentiated Assistance process, we have uncovered the need for written processes and policies regarding attendance and intervention letters to be implemented district wide through our Root Cause and study sessions, along with incentivizing attendance (Goal 1 Action 1, and 5). Also, when reviewing the Suspension performance indicator, the results show our American Indian student subgroup scoring in the red and four (4) other student subgroups (African American, Homeless, Filipino, and Low Income) scoring in the orange area. The Comprehensive Supports and Improvement supports and study sessions are providing the sites with time to look at root causes and survey results. Sites are being provided with information regarding the need for monitoring of our American Indian subgroups for both Chronic Absenteeism and Suspensions. Sites are looking into continuing to participate and train staff in the Restorative Practices Program, Young Ambassador's Program, and providing students, parents, and staff the expectations and provide consistent consequences to reduce the suspension rates for our students, especially our American Indian student subgroup. Creating time for more student groups in counseling to include the social and emotional needs of our students. The secondary level will implement programs introducing career surveys and career paths and guidance to help engage students in participating in their education (Goal 1 Action 2).

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?
Performance Gaps

Even though Bonsall Unified School District has "All" students in English Language Arts performing in the Green performance indicator, we recognize that our American Indian, Homeless, and Low Income student groups are achieving at lower levels than our all students group. In 2017, they performed in the Yellow and in 2018 dropped into the Orange (American Indian and Homeless) performance indicator on the 2018 ELA SBAC (our Low Income students remained in the orange area both years). The Bonsall staff is reviewed recent benchmark data and began providing intervention in the weeks prior to the 2019 SBAC. The second and fourth grade teachers at Bonsall Elementary participated in a pilot of a state adopted ELA/ELD curriculum and are looking forward to seeing growth using these materials. Our stakeholder meetings brought forth a concern and need for instructional materials for teachers and students to support their learning. Plans are in process to participate in an ELA materials pilot for the 2019-20 school year. Additional professional development focused on the ELA/ELD standards, specifically Goal 3 Action 4 was provided to all staff in two full day training sessions offered in September and February. We are looking forward to seeing the middle school scores in ELA and math after students were provided intervention time during their daily (Advisory period) to complete their i-Ready online instruction on a weekly basis. Students not making target growth will be encouraged to attend homework help sessions before and/or after school for additional supports (Goal 3 Action 8), along with being provided a support/intervention class during their instructional day (Goal 3 Action 5).

In addition to BUSD's ELs and American Indian student subgroups scoring at the Orange performance indicator in math, our Homeless, Low Income, and Students with Disabilities subgroups are achieving at lower levers than the all student groups as they dropped from yellow in the previous year. In anticipation of the math dashboard results, students in the middle school were provided with a 49 minute Advisory class daily to help address their math intervention needs. The district ran a pilot "learning center" at the high school for our students with disabilities which included math supports (Goal 2 Action 12), along with the primary school sites working to provide more math time instruction, specifically in Goal 2 Action 7. Currently, all sites are adjusting instructional time for classes to include a daily opportunity for students whose data shows intervention in a particular area of study will attend a three week intensive review to gain an understanding of the standard they are not meeting at that moment in time.

The suspension and chronic absenteeism rate among our American Indian student subgroup scored in the red performance level with our Low Income subgroups scoring in the Orange performance level for both suspension and absenteeism. Students with disabilities fell in the Orange level for absenteeism. The Differentiated Assistance study groups have worked to identify the root causes and then used survey results to determine a next step in providing supports to these particular student subgroups. The DA team has determined next steps to include monthly monitoring of the attendance and suspension data to determine interventions with students, teachers, and parents. The monitoring process will include district wide forms and steps to be followed by each site. All site administrator will be sharing student suspension and discipline data with staff to plan Restorative Practices training and implementation (Goal 1 Action 2), along with hiring a counselor to assist at the secondary level with bullying prevention (Goal 1 Action 2) and college and career readiness (Goal 1 Action 1).

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
Schools Identified
Identify the schools within the LEA that have been identified for CSI.

Bonsall High School

Support for Identified Schools
Describe how the LEA supported 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.

The District is supporting Bonsall High School in developing its CSI plans to meet the needs of the students they serve, along with strengthening the focus on building capacity to sustain the changes. Supports provided to BHS include providing time for the CSI team to meet and design a school-level needs assessment, investigate root causes of the drop in student performance, time to review and identify evidence-based interventions. The needs assessment started with data analysis looking at the dashboard indicators and examining student performance with unduplicated pupils. Next, the district provided input and guidance with root cause analysis by using a process map analysis in the areas of student engagement, school culture, and instructional needs. The district planned and participated with the high school team in an extensive review of the Dashboard data, along with the site and stakeholders to assist in developing a common awareness of the CSI process and avenues to exit the CSI identification. Once a common understanding of the data (dashboard, attendance, grades, and suspension rates) was formed, there were conversations regarding root causes at the CSI study sessions. The needs assessment confirmed the already identified inequities for the students at the high school, including: lack of curriculum, need for more intervention supports, a common set of expectations for behaviors, and a process for intervening when students are not coming to school. Upcoming meetings will include time to review the district's budget, along with the high school's budget in order to better devise the CSI plan for Bonsall High School and staff.

Evidence based interventions:
The LEA participated in BHS PLC, staff, department, and leadership meetings by implementing guidance from the San Diego County Office of Education's Continuous Improvement strategies. The meetings involved looking at current student engagement, cultural, and instructional needs. Based on the root causes in the determined areas, the LEA and BHS determined to set aside Tier 2 intervention block of time into the master schedule, five days each week, 40 minutes each day. Students who are not mastering the Tier 1 core instruction will receive additional time and support during Tier 2 intervention. Additionally, all students are provided with credit recovery programs and additional tutoring support. Credit recovery takes place after school for a six week session, three times per year. Tutoring is available after school and on Saturdays. The BHS also added 4 sections of AVID program, actively training all AVID teachers during the summer of 2019 and mentorship and collaboration with the San Diego County Office of Education. Lastly, to support the cultural and student engagement aspects of student learning, the BHS has determined the use of Trauma Informed Care Practices, specifically tied to rebuilding a trusting relationship with the Native American subgroup by taking a trauma informed approach to meeting student needs. Lastly, the BHS has initiated training and implementation of PBIS. In the 2019-2020 SY, the BHS will focus on developed expert knowledge around PBIS by providing training to school counselor, along with key lead teachers will be trained to create the foundational pieces of a school wide approach to PBIS. Major school wide implementations of the PBIS will occur in the 2020-2021 school year.

Resource Inequities:
The LEA and the BHS continued to discuss Project Based Learning (PBL) and ECHO LMS, their strengths and weaknesses. The strengths of PBL and ECHO allows for flexibility for differentiation
with students who are capable of producing high quality work with flexible curriculum design. However, through root cause analysis, LEA and BHS agreed that majority of the curriculum material were teacher made and not evidence based practices. Through root cause analysis, it was concluded practices around PBL and ECHO LMS model of instruction was the primary catalyst for resource inequity in curriculum and instruction for all students. Thus, it was determined, that there is a need to adopt a core curriculum and provide teacher professional development to better serve English language learners, Native American students, special education students, and socioeconomic disadvantages students. Also, students who did not have internet at home could not access the online curriculum provided by the school. Further, for continuous improvement in instructional pedagogy, a walk-thru form, aligned to the Common Core Standards, will be used to monitor and adjust instructional design with feedback from the site administrator.

**Monitoring and Evaluating Effectiveness**

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

The district and site will monitor the attendance and discipline data monthly and determine if the supports and intervention need to be altered to reach the goal set by the stakeholders. Goals should be data driven, attainable as both short and long term goals for the ease of monitoring and encouraging the students to meet their goals. The monitoring will also include evaluating the pace and goals of the implementation and make adjustments accordingly. The district staff will assist in providing the monthly attendance and discipline data from the SIS as the office staff are being trained to access the site date and provided time. In addition to the attendance and discipline data, staff will use the SBAC Interim Assessments (IAB and ICA) and formative assessments on a quarterly basis, to be determined by the subject (math/ELA) learning targets. This data will be shared with the teams during Professional Development days provided by the district, to review progress towards goals. This data will be shared during stakeholder meetings each quarter to determine the effectiveness of the teaching strategies, student achievement towards the goals, and whether growth target goals have been met. Goals will focus on points above the standard on the Interims and total point gains on the formative assessments.
# Annual Update

**LCAP Year Reviewed:** 2018-19

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Create a safe and welcoming environment by building relationships that engage families, students and staff.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:**
- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

**Local Priorities:**

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## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>18-19</strong></td>
<td><strong>1b.</strong> District student chronic absenteeism rate will be less than 6%.</td>
</tr>
<tr>
<td>1a. Basic Services</td>
<td>1a. Maintain 100% of schools at the “good” or better rating on the FIT Baseline</td>
<td>1a. All BUSD schools (100%) scored a &quot;good&quot; or &quot;better&quot; rating on the FIT report</td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong></td>
<td><strong>18-19</strong></td>
<td><strong>1b.</strong> The District's current student chronic absenteeism rate is 7.8% which is higher than our anticipated goal of less than 6% for the 2018-19 school year.</td>
</tr>
<tr>
<td>1b. 6% or less</td>
<td>1b. The 2016-17 chronic absenteeism rate is 6.6%.</td>
<td>1c. At P2, our district's attendance rate of 95.2% reflects a increase in the district's student attendance rate during the same time period last year, but is 0.8% short of achieving our goal of 96% district-wide attendance rate.</td>
</tr>
</tbody>
</table>
### Expected

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1c. District-wide student attendance percentage of 95.8% will increase to 96% or higher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19 1c.</td>
<td>96%</td>
</tr>
<tr>
<td><strong>Baseline</strong></td>
<td>The P2 District attendance percentage for 2016-17 was 95.8%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1d. Student expulsion rate will remain below 1%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>Student expulsion rate is at 0.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1e. We will maintain a dropout rate of less than 1% at the middle school.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>Drop out rate will be calculated after Spring 2018 with our first graduating class, along with 8th graders matriculating to the high school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1g. Currently, 65% of students surveyed feel safe, respected, and connected to school. Our goal is gain a 3% annual increase with all students and continue at an additional 2% with any subgroup of students below 65%.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>Connectedness student survey has 65% of students feeling safe, respected, and connected to school.</td>
</tr>
</tbody>
</table>

### Actual

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1d. The student expulsion rate district-wide for the 2018-19 school year as of this date is 0% which is below the 1% goal set for this school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>BUSD's first graduating class in 2017-18 showed 83% of seniors graduating. The dropout rate for the same time period was 0.3%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1f. The Pupil Suspension Indicator on the dashboard status will remain very low or NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>Suspension indicator 0.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>1g. 63% of students surveyed in 2019, feel safe, respected, and connected to school which is a decrease of 2% from the previous year and below our 71% goal.</th>
</tr>
</thead>
</table>
Currently, 85% of parents surveyed feel the school encourages their participation and attendance at school activities (SSC, ELAC, PTA, grade level activities, etc.). Our goal is to increase this percentage to 90% by 2019-20.

1h. In 2019, 92% of parents surveyed felt the schools encourage their participation and attendance at school activities (SSC, ELAC, PTA, grade level activities, etc.). This is a 7% increase from our 2018 survey.

18-19
1h. 89%

Baseline
1h. 85% of parents surveyed are informed and invited to school events

1i. The average parent involvement at the sites increased a minimum of 20% from the first of the year until the end of the year. Individual sites showed increases of: a slight increase, 10% increase, to 40% increase using sign in sheets.

Baseline
1i. Currently, sign-in sheets are showing similar number of parents participating in ELAC, SSC, and PTA meetings.

**Actions / Services**
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to provide PBIS, college readiness and career planning, along with school expectation of student behavior informational nights to parents, so they have more understanding of ways to assist their children academically and behaviorally, and how to navigate the educational system, (include childcare at PBIS, college readiness, school expectation of student behavior, parent informational &quot;boot camps&quot;, anti-bullying assemblies were provided by the school personnel. 5800: Professional/Consulting Services And Operating Expenditures Base 5,000 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 754 3000-3999: Employee Benefits LCFF Supplemental and Concentration 172</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Continue with year 2 of bullying prevention training to staff and students; attend/provide staff training with PBIS, Restorative Practices programs; assemblies to review expectations, consequences, and respecting each other, and add an additional counselor at the secondary level to provide Social Emotional support.</td>
<td>Teachers at the secondary level attended Professional Development, along with elementary teachers and administration on Restorative Practices. Several teachers are implementing components of Restorative Practices and finding success in it. A counselor was hired for the high school for social and emotional supports and college readiness.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Base 10,000</td>
<td>Social &amp; emotional counselor 0.15 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9063</td>
</tr>
</tbody>
</table>

Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Conduct the annual needs assessment of the parents and focus resources accordingly.</td>
<td>Needs assessments and surveys were conducted at each site and shared with administrators and other parent groups.</td>
<td>No Cost 0</td>
<td>No Cost 0</td>
</tr>
</tbody>
</table>

Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Review and increase security (if needed) through use of video surveillance, door locks, and fencing.</td>
<td>The internal review with district personnel showed there were needs to rekey and update the scan card locking system at one of the elementary sites.</td>
<td>5000-5999: Services And Other Operating Expenditures Base 10,000</td>
<td>video surveillance 5800: Professional/Consulting Services And Operating Expenditures Other $21000</td>
</tr>
</tbody>
</table>

Action 5
5. Increase student attendance by proactively working with parents through SART process alleviating the need for SARBS. 

In 2018-19 only 4 students were taken through the SARB process, even though the district is in Designated Assistance for some student groups being identified for their chronic absenteeism.

<table>
<thead>
<tr>
<th>Action 6</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>6. Continue providing a weekly music program at the sites, along with learning opportunities for music, and the arts, before, during, and after school interventions, including enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama, Creative Writing.</td>
<td>Each elementary school site continues to offer a weekly music program, along with learning opportunities for instrumental music after school.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Base 65,000</td>
<td>1 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $54285</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 7</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>7. Investigate other types of tools for continued communication with stakeholders through traditional means, e.g. newsletters, email, and calls.</td>
<td>Each school site continues to communicate with stakeholders through traditional means, i.e. newsletters, email, and the student information system call out capabilities.</td>
<td>4000-4999: Books And Supplies Base 5,000</td>
<td>Blackboard 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $7,150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 8</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>8. Continue to maintain 100% of appropriately credentialed and assigned teachers.</td>
<td>BUSD continues to maintain 100% of appropriately credentialed and assigned teachers.</td>
<td>No Cost 0</td>
<td>No Cost 0</td>
</tr>
</tbody>
</table>
### Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Review Afterschool Programs to determine whether more tutorial support is needed and collaborate with SSC at each site to determine after school tutoring needs in ELA, math, and Social-Emotional support.</td>
<td>The review of programs show that the secondary sites did provide both Saturday school and after school tutorial supports, as did the elementary sites with intervention tutorial in their after school programs. There were no additional social/emotional supports provided after school.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Supplemental 25,000</td>
<td>1000-1999: Certificated Personnel Salaries Title I 8814</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits Title I 1663</td>
<td></td>
</tr>
</tbody>
</table>

### Action 10

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Continue to increase student opportunities to volunteer in the community when needed.</td>
<td>Secondary students continued to volunteer both on the elementary campuses and in the middle</td>
<td>No Cost 0</td>
<td>No Cost 0</td>
</tr>
</tbody>
</table>

### Action 11

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Form a district safety committee to review and update safety plans and develop a training handbook.</td>
<td>The safety committee was formed with representation from all sites, the district, classified staff, along with transportation. Communication regarding training opportunities and updating of written safety plans occurred and will continue annually to update and add to our plan.</td>
<td>$0</td>
<td>No Cost $0</td>
</tr>
</tbody>
</table>
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most of the actions and services were implemented and found to be effective and successful in meeting our goal. The District did not meet all the metrics for improving Goal 1, but found the changes that were implemented brought about visible changes on the campuses regarding student behaviors and discipline. As a result of the Designated Assistance (DA) and Comprehensive Support and Improvement (CSI) study sessions, more intensive monitoring of Goal 1 (Action 5) for our American Indian student subgroup with regards to attendance, will remain a focus with the attendance clerks and principals at the sites. This goal continues to be an important piece to increase student attendance and the delivery of instructional material to continuing efforts to reduce the achievement gap among our unduplicated students. Our focus did not meet our goal numbers/percentages for all of our subgroups, and especially our American Indian student subgroup, but increases were made and we will continue to look at other options/ways to meet our projections through our DA and CSI study sessions looking at the root causes of why we are not meeting our Goal 1 Actions.

Parent and Staff survey data shows communication of the student expectations, behaviors, and consequences has increased 10% and 16% respectively from the previous year. Student data shows a decrease in feeling there is consistency in the expectations, behaviors, and consequences, a drop of 7% from 2017-18 survey results.

The formation of a District Safety Committee (Action 12) resulted in the BUSD staff and parents being informed of updated safety measures, the updating of security cameras at two elementary sites (Action 4), and evacuation drills being practiced during all parts of the school day.

Sites continue to implement PBIS and Restorative Practices to lower the suspension rate at all sites by providing students a way to monitor their own behavior.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The slight increase in our Chronic Absenteeism (7.8% in 18-19 which is up from 7.5% in 17-18) is showing the actions and services in this goal are effective, but that there are some root causes as to why certain student subgroups continue to be absent from school. Student Information System training took place this year for all attendance clerks to provide updated absence codes to all sites to assure processes and policies were being followed. All sites now are using district-wide attendance letters to be sent home when students are missing 5, 10, and 15 days and when needed SARB meetings are set up. In 2018-19, four students were sent through the SARB process with their parents. Sites are monitoring monthly the absences of our student subgroups that were identified in our DA and CSI study groups. Currently, our American Indian student subgroup has a 39% chronic absenteeism rate with our Students with Disabilities, Low Income, and EL students showing in the orange indicator (14.9%, 11.8%, and 6.6% respectfully) for chronic absenteeism last year.
Suspension and Expulsion rates (2.1% and 0% respectfully), remain low as a result of better communication of students expectations, behaviors, and consequences (Actions 1 and 2). The need to continue updating attendance and SARB policies will be key in supporting all students and student subgroups in raising the attendance rate and feeling safe and welcome on campus. The second year of implementing aspects of Restorative Practices and PBIS strategies are also playing a role in our low % of suspensions and expulsions. In addition to these programs, the administrative team and a group of teachers have participated in a three day Professional Learning Community(PLC) workshop in lieu of The Leader In Me (TLIM) as written in the 2017-18 LCAP. The common knowledge and researched-based best practices have already begun to spread across the district and make academic as well as cultural changes for students and teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget expenditures for the PLC did increase due to the opportunity to attend the workshop, along with sending a cohort of teachers during the school year. Also, in creating a district safety team and training, the purchase of updated security cameras and re-keying one school's classroom doors, the estimated amount was exceeded by $10,000-$15,000 for this action (Goal 1 Action 4). These two items account for a larger under estimation of spending than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the results of Parent, Student, and Staff surveys, review of our needs assessment with stakeholder groups and the DA and CSI study sessions, there is evidence that due to the modifications made in 2018-19, some of the actions and services in this goal were not met and will continue to be implemented during the 2019-20 in order to meet all the actions and services in this goal. The Goal will remain the same for the 2019-20 school year, and the following changes to the Actions and Services will include: Weekly PD time will be focused around PLC implementation and Restorative Practices (Goal 1 Action 2); include fencing as a safety measure around the middle school and where housing developments are adjacent to schools; monitor attendance data monthly and update written policies and procedures to assist with the DA and CSI study session findings (Goal 1 Action 7); and to increase school to home communication regarding the updated district-wide safety plan (Goal 1 Action 11).
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Students in Bonsall Unified Schools will show a 2% growth in meeting or exceeding the math state standards when compared with the previous year's SBAC results with underperforming student groups increasing 0.5% more than the district average.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Basic Services</td>
<td>18-19</td>
<td>2a. 100% of teachers are appropriately credentialed and assigned, student access to instruction is aligned to standards based curriculum, and all sites earned &quot;good&quot; or &quot;better&quot; on the FIT.</td>
</tr>
<tr>
<td>2a. Maintain baseline</td>
<td>18-19</td>
<td>2b. Principal and administration feedback has the increase in the percentage of implementation of standards based instruction to be between 80-85% using feedback from classroom walk thru's and observations at their sites.</td>
</tr>
</tbody>
</table>

Baseline

2a. Maintain the percentage of teachers appropriately credentialed and assigned at 100%, student access to instruction aligned to standards based curriculum will be at 100%, and all sites will continue to earn a Good or better on the FIT.
### Expected

**18-19**
- 2b. **80%**

**Baseline**
- 2b. In 2016-17, 60% of classroom teachers are showing consistent standards based lessons including ELD standards.

**Metric/Indicator**
- 2c. Students will show a 2% growth in meeting or exceeding the math state standards when compared with the previous year's SBAC results with EL, SES, and other subgroups increasing 0.5% more than the district average.

- 18-19
- 2c. 65% of students meeting or exceeding on the math SBAC with subgroups increasing an additional 0.5%.

**Baseline**
- 2c. Students scoring at the meets or exceeds level on the SBAC math assessment was 61%.

**Metric/Indicator**
- 2d. Provide a broad course of study (a-g) to all students, particularly those identified as EL, low socioeconomic, and foster youth

- 18-19
- 2d. All students are required to take A-G courses to graduate with a diploma.

**Baseline**
- 2d. All students are required to take A-G courses to graduate with a diploma. Currently, 12 students receive modified grades through IEP services.

**Metric/Indicator**
- 2e. All high school students will participate in, and demonstrate college preparedness pursuant to the Early Assessment Program, or any subsequent assessment of college preparedness.

- 18-19
- 2e. 70% of students taking EAP will score ready or conditionally ready on the college preparedness assessment.

**Baseline**
- 2e. 2018-19 target of students "ready" or "conditionally ready" will exceed 2017-18 baseline of 69.4%.

### Actual

- 2c. Students (grades 3-8), district-wide showed a 5% decrease in meeting or exceeding the math standards when compared to the 2017-18 school year. The district-wide percentage of students meeting or exceeding the math standards (grades 3-8 and 11) was 55% which was a 3% decrease from the previous year. The EL and Low Income student subgroups dropped 3% and 7% respectfully, while the Students with Disabilities student subgroup increased by 4% from the previous year in meeting or exceeding the math standards.

- 2d. All high school students are provided a broad course of study (a-g) to all students, particularly those identified as EL, Low Income, and foster youth. Students taking all a-g courses will graduate with a diploma.

- 2e. The 11th grade high school students participated in the CAASPP and selected to have EAP scores reported. 28 of the 55 students (51%) scored ready or conditionally ready.

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.
### Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Provide to all students the math district benchmark 2 times a year (3 times a year for our EL students). Use the data to accurately measure student growth and make instructional adjustments accordingly.</td>
<td>All students were provided the opportunity to take the district benchmark (i-Ready) in math two times (some took it three times) this year. Our EL students can opt to take the assessment up to three times for data to support reclassification.</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Base 37,000</td>
<td>iReady 50% 5800: Professional/Consulting Services And Operating Expenditures Lottery $32,965</td>
</tr>
</tbody>
</table>

### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.</strong> Determine strategies to increase student understanding of math academic assessment vocabulary.</td>
<td>Embedded in PD provided to 3rd and 4th grade teachers through the San Diego County Office of Education. The high school math teachers took part in PD at the County Office regarding Integrated Math standards.</td>
<td>3000: Benefits 1000-1999: Certificated Personnel Salaries Base 5,000</td>
<td>12 subs for release time 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1440</td>
</tr>
</tbody>
</table>

### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.</strong> Provide PD time to develop grade level math scope and sequence with OER or adopted materials.</td>
<td>The PD took place during weekly PD early release time, the middle school used substitutes to allow entire subject and grade level teams to create a scope and sequence. Elementary teachers used built in time for their planning.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Base 30,000</td>
<td>1000-1999: Certificated Personnel Salaries Title I 240</td>
</tr>
</tbody>
</table>

### Action 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

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### Action 5

**Planned Actions/Services**

5. In lieu of an annual school-wide Family Night(s) focusing on fun, real-world applications of math, provide parents with SBAC Interim and practice test informational nights.

**Actual Actions/Services**

At the high school, there were three parent nights that provided information on the LCAP goals that then led into the data provided when students take the CAASPP each year.

**Budgeted Expenditures**

No Cost

**Estimated Actual Expenditures**

No Cost

### Action 6

**Planned Actions/Services**

6. Using a survey for teachers, determine if an increase in math real life learning opportunities for students i.e. before, during, and after school interventions; enrichment programs provided by the Bonsall Education Foundation such as Robotics, Code.org, Chess Camp, Instrumental Music are helping to increase student's math understanding.

**Actual Actions/Services**

Teacher survey responses showed real-life math learning opportunities were successful, but difficult to plan and provide materials for.

**Budgeted Expenditures**

No Cost

**Estimated Actual Expenditures**

No Cost $0
7. Continue implementing and providing PD for digital learning software systems, learning management, student assessment, and instructional resources and materials.

All teachers, district-wide, continued implementation with i-Ready math diagnostics and the supported online instructional piece that provides intervention paths for students.

4000-4999: Books And Supplies Base 34,000

5800: Professional/Consulting Services And Operating Expenditures Base 5,000

consumables 4000-4999: Books And Supplies Lottery $25039

Action 8

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. After reviewing data determine whether to expand the summer learning program for indicated subgroups to include math instruction.</td>
<td>The math data from i-Ready and CAASPP supports the need to add math intervention to the EL Summer Academy and the Extended School Year for our Students with Disabilities student subgroup.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Supplemental 15,000</td>
<td>1000-1999: Certificated Personnel Salaries Title I 23400</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries Title I 2334</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits Title I 134</td>
</tr>
</tbody>
</table>

Action 9

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Continue to provide the additional ELD rotation teacher at the elementary level and with projected numbers evaluate an additional 0.5 FTE.</td>
<td>The elementary sites continue to support an additional ELD rotation teacher to provide all of our EL students with academic supports.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Supplemental 32,000</td>
<td>ES EL intervention teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $166,619</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ES EL intervention teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 55,523</td>
</tr>
</tbody>
</table>

Action 10

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
10. Continue providing Bilingual Paraprofessionals to support inclusion of English learners into classroom learning conversations and monitoring RFEP. Refine and implement Professional Development plan around Common Core Standards and ELD Standards for teachers and bilingual paraprofessionals.

<table>
<thead>
<tr>
<th>Action 11</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise as needed, master schedule that reflects allotted time for designated ELD for all English Learners</td>
<td></td>
<td></td>
<td>ES Bilingual Paras 3000-3999: Employee Benefits LCFF Supplemental and Concentration $61,536</td>
<td></td>
</tr>
</tbody>
</table>

Action 12

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 subs release time Jan 16 3000-3999: Employee Benefits LCFF Supplemental and Concentration 150</td>
</tr>
</tbody>
</table>

Action 13

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Learning Center was provided to our Students with Disabilities at the high school, as well as a Guided Students class being offered to our middle school Students with Disabilities.</td>
<td>Benefits (3000) 2000-2999: Classified Personnel Salaries Base 20,000</td>
<td>1000-1999: Certificated Personnel Salaries Special Education 50739</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits Special Education 18851</td>
</tr>
</tbody>
</table>
13. Continue to provide training on project based learning and implementation. This did not occur as the high school is moving away for the Project Based Learning (PBL) as the only teaching strategy that is used.

<table>
<thead>
<tr>
<th>Action 14</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Continue implementing EL digital instructional materials.</td>
<td>ELD supplemental digital and consumable materials were purchased by all schools to enhance the ELD classes and students in the ELD pull-out classes at the elementary schools.</td>
<td>4000-4999: Books And Supplies Supplemental 15,000</td>
<td>the cost for this action is embedded in goal 3 for ELA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 15</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Continue to provide a broad course of study by adding high school courses that meet a-g requirements.</td>
<td>Replaced less rigorous science classes with more rigorous classes. More rigorous electives were added. All classes except some special education classes meet the a-g requirement.</td>
<td>No Cost 0</td>
<td>No Cost $0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Action 16</th>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Provide additional EL teaching supports and parent informational meetings to include PIQUE, social and emotional information, and dual language research.</td>
<td>There was no parent PIQUE training this school year. The district will not be pursuing the dual language research. The district provided ongoing support and training to parents through ELAC meetings, including: technology tied to supporting student learning and language classes.</td>
<td>Benefits 1000-1999: Certificated Personnel Salaries Supplemental 12,000</td>
<td>not implemented 0</td>
<td></td>
</tr>
</tbody>
</table>
## Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions and services were implemented and were found to be effective (even though there was a decrease in percentages) through the data review. Areas that helped increase the effectiveness include continuing with the district math benchmark (i-Ready), along with the written curriculum and online instruction that comes with the benchmark diagnostic. In addition, trainings held to support teachers on the implementation of Intergrated ELD and Designated ELD provided teachers with strategies to support students in their areas of need (Goal 2 Action 3).

The master schedules at the elementary level were adjusted to provide all EL and Students with Disabilities with their core curriculum and additional supports to meet their needs. The EL student subgroup decreased by 3% of those meeting or exceeding standards on the SBAC from the previous year, therefore scoring in the orange performance indicator for math. The EL subgroup’s change from the previous year shows they declined by 5 points away from meeting the standard in math. Our Low Income student subgroup declined by 7% in the meeting or exceeding standards dropping them into the orange performance indicator, while out Students with Disabilities increased by 4% and still are still in the orange performance indicator. A few actions and services were planned but due to master schedules at the secondary level, not all actions and services were provided to the students (Goal 2 Actions 12 and 13).

Classroom observations, extending EL summer academy to include math, and a review of the benchmark growth targets shows little evidence of the implementation and growth in the program at the middle school. Although, 7th grade EL students did increase by 4% those meeting or exceeding the growth target set for them (Goal 2 Action 1 and 8).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall decrease in the math SBAC scores for all students has shown as a whole, the actions and services in this goal have not been met in some areas. The SBAC data shows an increase of 5% for our 7th grade math students. Both 5th and 7th grade EL students showed increases in their SBAC math scores (2% and 4% respectfully). Teachers are requesting more PD time that includes PLC processes, demo lessons to support the ELD strategies, and additional supports for the master schedule to allow the students with the most needs to have bilingual paraprowfessionals in their classes (Goal 1 Action 2) and (Goal 2 Actions 10 and 11). All student data for math shows a 3% decrease from the previous year. This may be reflective of adding the 11th graders into our numbers due to our Unification process as the high school math scores showed 26% of juniors scored meeting or exceeding the math standards on the SBAC.
The need for reviewing the master schedules is being addressed at each site to support teacher requests for more PD time on learning strategies for teaching our EL, SWD, and Low Income student subgroups. The schedules are not allowing all students to receive the opportunity to participate in the intervention classes (Goal 2 Actions 4 and 12).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures for PBL were not used for this Action, but the administrators and teachers did attend PLC training at a three day workshop that required a higher expenditure than the PBL training and travel. Also, one teacher PD day was taken off the calendar in lieu of an increase in salary allowing only one full day of PD this year. Also, new teacher training was embedded in their weekly PD time reducing the need for vendors and substitutes this year. The increase (mandated) of teachers using the district benchmark diagnostic increased and allowed for a more accurate quote for the product, district-wide.

The funding for Bilingual Paraprofessionals to support inclusion of English Learners into classroom learning conversations was impacted at the sites due to resignations and vacancies for part of the school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal of increasing our student proficiency rate by 2% will remain the same for this coming year. Based on results of benchmark data, SBAC, parent/student/teacher surveys, and input from stakeholder meetings, there is evidence that the actions and services in this goal have not been effective in moving our district toward meeting its goals of increasing math SBAC proficiency levels. Therefore, a few changes will be made for the 2019-20 to ensure the master schedules will accommodate Bilingual and Special Education paraprofessionals to provide supports weekly in the classrooms and in our Learning Centers to our student subgroups (Goal 2 Actions 10 and 12). Teachers will also be given more PD time for PLC collaborations in grade level and subject area teams that will include developing grade level math scope and sequence (Goal 2 Actions 3 and 13) and how to incorporate their plans with OER materials (Goal 2 Action 3). Stakeholder input suggested that site be able to bring back digital programs that were cut from the budget in previous years if the data continues to show growth in 2019-20 (Goal 2 Action 7). Continue to provide family meeting nights (not well attended this year) to introduce parents to the SBAC summative and interim practice tests that will provide them supports for students at home (Goal 2 Action 5). The high school juniors will continue to address EAP program towards the college readiness metric (2e). Parents also requested that the district be supportive of the development of CTE programs at both the middle and high school level in lieu of PBL training (Goal 2 Action 13).
Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Students in Bonsall Unified Schools will show a 2% growth in meeting or exceeding the ELA state standards when compared with the previous year's SBAC results with subgroups increasing 0.5% more than the district average.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
</tbody>
</table>

Local Priorities:

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Basic Services</td>
<td>18-19 3a. Maintain baseline</td>
<td>3a. 100% of teachers are appropriately credentialed and assigned, students have access to standards based instructional curriculum, and all sites continue to earn &quot;good&quot; or &quot;better&quot; on the FIT.</td>
</tr>
</tbody>
</table>

Baseline

3a. Maintain the percentage of teachers appropriately credentialed and assigned at 100%, student access to instruction aligned to standards based curriculum will be at 100%, and all sites will continue to earn a Good or better on the FIT.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3b. Increase percent of implementation of standards, including ELD standards based instruction by 10% through classroom walk-thru's and observations.</td>
<td>3b. Principal and administration feedback has the increase in the percentage of implementation of standards based classroom instruction to be 80-85% using the feedback from classroom walk thru's and observations at their sites, therefore meeting the district's goal of 80% or higher.</td>
<td></td>
</tr>
<tr>
<td>Expected</td>
<td>Actual</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong> 3b. 80%</td>
<td>3c. Students (grades 3-8), district-wide showed that the percentage of student meeting or exceeding the ELA standards remained the same from the previous year (64%). The district-wide percentage of students (grades 3-8 and 11) was 63% which was a 1% decrease from the previous year. The EL and Students with Disabilities student subgroups increased by 1% and 2% respectfully, the Low Income student subgroup decreased by 1% from the previous year.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> 3b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In 2016-17, 60% of classroom teachers are showing consistent standards aligned lessons.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> 3c.</td>
<td>3c. Students scoring at the meets or exceeds level on the SBAC ELA assessment was 64%.</td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong> 3c. 68%</td>
<td>3d. AMAO 1 State Target no longer exists and the BUSD metric to assess ELs during this transition time is the i-Ready Reading Diagnostic pre and post assessment during the transition to ELPAC.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> 3c.</td>
<td>3d. AMAO 1 no longer exists. i-Ready Reading baseline will be to exceed 2017-18 K-5 46% of ELs are on level towards proficiency and 1% of 6-12th grade ELs are on level towards proficiency.</td>
<td></td>
</tr>
<tr>
<td>Students meeting or exceeding on the ELA SBAC with subgroups increasing an additional 0.5%.</td>
<td>3e. Only one day was set aside for participating teachers to take part in PD with ELA/ELD standards. The day set aside for the second semester never materialized.</td>
<td></td>
</tr>
<tr>
<td><strong>Metric/Indicator</strong> 3d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19</strong> 3d.</td>
<td>3e. Only one day was set aside for participating teachers to take part in PD with ELA/ELD standards. The day set aside for the second semester never materialized.</td>
<td></td>
</tr>
<tr>
<td><strong>Baseline</strong> 3d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the 2016-17 school year, 2 additional PD days for ELA/ELD were provided to teachers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Metric/Indicator
3f. Increase by 1% the number of EL students reclassified at the end of the year.

18-19
3f. Maintain a 1-3% increase in annual RFEPs.

Baseline
3f. In 2016-17, the number of EL Reclassifications increased 3% from the previous year with the 7 RFEPs in 2016 and 21 RFEPs in 2017.

Metric/Indicator
3g. Provide a broad course of study (a-g) to all students, particularly those identified as EL, low socioeconomic, and foster youth the district will identify and recommend to Board for implementation.

18-19
3g. All students are required to take A-G courses to graduate with a diploma with a 2% increase over baseline. All K-8 students will receive a broad course of student using report cards.

Baseline
3g. All students, including our English Learners and individuals with exceptional needs, are provided opportunities to take A-G courses to graduate with a diploma. Currently, 12 students receive modified grades through IEP services.

Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schedule the district benchmark assessments 2 times a year. Use the date to accurately measure student growth and make instructional adjustments accordingly. The high school will use CAASPP 11th grade scores to establish baseline of growth and adjust instruction accordingly.</td>
<td>All students were provided the opportunity to take the district benchmark (i-Ready) in Reading two times (some took the assessment three times) this year. Our EL student subgroups were scheduled for three times in order to collect data for reclassification (RFEP).</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Base 37,000</td>
<td>iReady 50% 5800: Professional/Consulting Services And Operating Expenditures Lottery $32,965</td>
</tr>
</tbody>
</table>
### Action 2

**Planned Actions/Services**  
2. Determine strategies to be used to increase student understanding of ELA academic assessment vocabulary.

**Actual Actions/Services**  
Students at the middle school used a vocabulary curriculum called Flocabulary to gain a better understanding of the ELA academic assessment vocabulary.

**Budgeted Expenditures**  
Benefits (3000) 1000-1999: Certificated Personnel Salaries
Base 5,000

**Estimated Actual Expenditures**  
Flocabulary 5800: Professional/Consulting Services And Operating Expenditures
Title I $2000

### Action 3

**Planned Actions/Services**  
3. Provide additional time for teacher planning and professional development including implementation of increased student learning conversations, on-site collaboration, and the sharing of best practices using OERs to meet California Standards.

**Actual Actions/Services**  
The PD took place during the weekly PD early release time, the middle school used substitutes to allow entire subject and grade level teams to create a scope and sequence. Elementary teachers used built in time each week for their planning during PLC time.

**Budgeted Expenditures**  
Benefits (3000) 1000-1999: Certificated Personnel Salaries
Base 145,000

**Estimated Actual Expenditures**  
1000-1999: Certificated Personnel Salaries Title I 960

### Action 4

**Planned Actions/Services**  
4. Continue using the best practice computer applications

**Actual Actions/Services**  
Professional development was provided to staff in the computer applications (i-Ready and AR), along with best practices shared during weekly PD time allowing teachers to make informed decisions on instructional practices in their PLCs.

**Budgeted Expenditures**  
iReady PD 5800: Professional/Consulting Services And Operating Expenditures
Expenditures Base 30,000

**Estimated Actual Expenditures**  
iReady PD 5800: Professional/Consulting Services And Operating Expenditures
Lottery $3500

### Action 5
5. Continue to provide ELA/ELD intervention within the school day as needed, along with tutoring opportunities before and after school.

ELA intervention classes/opportunities were offered to students scoring low on their i-Ready diagnostic or scored not meeting standards on the previous year's CAASPP.

Benefits (3000) 1000-1999: Certificated Personnel Salaries Base 30,000

Cost embedded in goal 2 action 10

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Continue using and training PD on digital learning software systems, learning management, student assessment, and instructional resources and materials.</td>
<td>Teachers attended two 90 minute trainings on both the digital and material resources for i-Ready Reading, along with the teacher toolbox with intervention lessons.</td>
<td>4000-4999: Books And Supplies Base 33,000</td>
<td>cost embedded in goal 2 action 10 above</td>
</tr>
</tbody>
</table>

### Action 7

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Provide ELA learning opportunities before, during, and after school interventions, along with EL summer school with the enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama; expand summer learning programs to prevent summer learning loss (EL Students)</td>
<td>Sites provided ELA/ELD learning opportunities during both the before and after school programs and added pull-out sessions during the day with support from the intervention teachers and Bilingual Paraprofessionals. To support the pull-out sessions, 3 bilingual paraprofessionals were redirected to support the ELD programs, in addition, adding 1 High School bilingual paraprofessional, and 3 ELD Intervention Teachers. After school enrichment programs were offered through the Bonsall Education Foundation. EL summer school with support in ELA is taking place.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Base 12,000</td>
<td>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 166619</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 138689</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3000-3999: Employee Benefits LCFF Supplemental and Concentration 140873</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1000-1999: Certificated Personnel Salaries Title I 59668</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2000-2999: Classified Personnel Salaries Title I 35596</td>
</tr>
<tr>
<td>Action</td>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>8.</td>
<td>Review data of the afterschool program with bilingual and special education paraprofessional support to determine if the program should be expanded.</td>
<td>Bilingual paraprofessionals at all sites continue to support our EL student subgroup in the before and after school programs reviewing ELA homework and projects.</td>
<td>Benefits (3000) 2000-2999: Classified Personnel Salaries Supplemental 20,000</td>
</tr>
<tr>
<td>9.</td>
<td>Provide training supports for the Integrated ELD standards in all other Core academic subjects.</td>
<td>The District ELD coordinator continues to provide demonstration lessons in classrooms using various strategies and ELD standards for our EL student subgroups and general education students. The demonstrations focus on providing teachers with the Integrated ELD standards in all the core subjects.</td>
<td>Benefits 1000-1999: Certificated Personnel Salaries Base 28,000</td>
</tr>
<tr>
<td>10.</td>
<td>Bilingual paraprofessionals will continue to support inclusion of English Learners into classroom learning conversations to include science and elective classes.</td>
<td>Bilingual paraprofessionals continue to provide supports to our EL students inside the classroom to encourage our EL student subgroup to engage in subject area conversations.</td>
<td>Benefits (3000) 2000-2999: Classified Personnel Salaries Supplemental 125,000</td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Action 11

Continue to use EL digital programs to assist EL students in learning English.

ELD supplemental digital and material resources were purchased and implemented in grades 4-12. PD from the curriculum company was provided to all teachers three times throughout the year, which included in class demo lessons.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD digital programs</td>
<td>5800: Professional/Consulting Services And Operating Expenditures Supplemental 10,000</td>
</tr>
<tr>
<td>not implemented</td>
<td></td>
</tr>
</tbody>
</table>

### Action 12

12. Continue to provide English Language Development/ELPAC training opportunities to all staff.

The District ELD coordinator provided a three day training for all ELD teachers and bilingual paraprofessionals in both the areas of ELD and the ELPAC assessment.

<table>
<thead>
<tr>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District ELD coordinator provided a three day training for all ELD teachers and bilingual paraprofessionals in both the areas of ELD and the ELPAC assessment.</td>
<td>Benefits 1000-1999: Certificated Personnel Salaries Supplemental 6,000</td>
<td>cost embedded in goal 2 action 10</td>
</tr>
</tbody>
</table>

### Action 13

13. Provide additional EL teaching supports and parent informational meetings to discuss RFEP criteria.

The District ELD coordinator provided morning and evening informational meetings focusing on various ELD core standards, ELPAC and parent information, along with the district's standards for reclassification.

<table>
<thead>
<tr>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>The District ELD coordinator provided morning and evening informational meetings focusing on various ELD core standards, ELPAC and parent information, along with the district's standards for reclassification.</td>
<td>Benefits (3000) 1000-1999: Certificated Personnel Salaries Supplemental 32,000</td>
<td>cost embedded in goal 2 action 10</td>
</tr>
</tbody>
</table>
Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each of the Actions/Services took place, and some are demonstrating to be less effective than others. The i-Ready summative assessment provides an overview of whether or not students have mastered multiple standards and skills within RLA. This aligns with the i-Ready curriculum, which is supplemental rather than a core curriculum. Because of this, K-8 will pilot RLA core curriculum in the 2019-20 school year. On early release Thursdays, teachers and principals improved the use of this time to begin learning the professional learning community methodology to improve student learning. Some sites have already identified the Tier 1 Core Instruction and an instructional timeline for teaching the Essential Standards.

The continued implementation of ELD lessons, teacher professional development, pull out ELD support, teaching to the standards, are in place, however, developing a schoolwide system of interventions will support those EL students who are not showing mastery of the essential Tier 1 Core instruction.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We look forward to receiving the Smarter Balanced assessment results as a metric to determine progress in attaining goal 3. Local metrics indicate the following outcomes related to this goal:

100% of teachers are appropriately credentialed, the implementation of standards based instruction has increased to 85%. We need to continue to improve upon developing the language skills of our EL students and moving them to be reclassified (RFEP). There was a decrease of 4% of students being reclassified from the previous school year. 100% of students at the high school level are afforded the opportunity to take a-g courses to graduate and prepare for college.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference in this goal is in action 3; this was due to the district’s ongoing deficit spending required budget cuts and all nonessential spending (including PD) was scaled back. This has changed with the recent receipt of multiple restricted grant that can be use to provide PD to large portions of our teachers.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There will be increased professional development and team collaboration on the Thursday release days. This time will be used for grade level and department teams to identify the Guaranteed and Viable Curriculum or Tier 1 Core Instruction, establish instructional timelines tied to the Tier 1 Core Instruction, and begin the development of common formative team assessments. This is a part of Goal 3, Action 3 in the LCAP.
Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Stakeholder Meetings - 2018-19: These Stakeholder groups were involved in the planning process for this LCAP/Annual Review and Analysis.

District Meetings:
Board Meetings: March 13, 2019; April 10, 2019; May 8, 2019
Curriculum & Instruction: Survey February 2019; April 17, 2019; May 10, 2019
Leadership (Principals and Administrators): September 24, 2018; January 22, 2019; March 26, 2019; ongoing
ELAC: September 12, 2018; March 28, 2019
DELAC: February 6, 2019

Community Meetings- Draft of the LCAP will posted on the BUSD website for review and comments on June 14, 2019
LCAP Community/Parent Forums (All parents were invited to attend these meetings, including parents of unduplicated students and students with disabilities): February 26, 2019; March 27, 2019 (These meetings/forums serve as our PAC).

Site Meetings-
School Site Councils: January 31, 2019; February 6, 2019; March 8, 2019
ELAC: September 13, 2018; March 28, 2019
PTA/PTSA/Charter Council/PING (High School Parent Group): January 31, 2019; March 8, 2019; March 28, 2019

Student Meetings-
Bonsall High School (Surveys grade 10)
Sullivan Middle School (Surveys grade 8)
Elementary Schools (Surveys grade 4)

Union Meetings-
Certificated Staff (teachers): Professional Relations Committee 4/9/19; BTA negotiations 4/11/19
Classified Staff (classified) meetings: August 14, 2018; March 27, 2019; April 3, 2019; May 1, 2019
Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The common themes that came from the stakeholder information/input meetings were:

Parents:
Implement a Character Development Program - Restorative Practices, Anti-bullying to provide consistency with student expectations district-wide (Goal 1 Action 1 and 2)

Implement parent education classes/informational nights to include: Learning English, using computers, PIQUE, dual language research, Social and Emotional Learning information (Goal 2 Action 16; Goal 3 Action 13) and more advanced communication to parents regarding student behavior (Goal 1 Action 7)

Investigate and communicate safety improvements and plans (Goal 1 Action 11)

There is a need for more after school homework club/tutorials (Goal 1 Action 9)

More electives and a-g courses should be offered at the middle and high school, along with advanced classes (Goal 1 Action 6; Goal 2 Action 15)

Students:
Remind all students of rules and consequences, treating one another with respect, stop bullying (Goal 1, Action 1 and 2)

Offer more tutoring or interventions before, during, and after school (Goal 1 Action 9; Goal 2 Action 4; Goal 3 Action 5 and Action 7)
Safer campus by placing fences and gates around the school (Goal 1 Action 11)

Students shared they needed another adult to talk to about bigger issues (Goal 1 Action 2)

Staff:
Investigate ways to implement more social and emotional training and supports will be added (Goal 1 Action 2; Goal 2, Action 16)

Provide more PD training in Social and Emotional training (Goal 2 Action 16)

Provide additional interventions for students (Goal 1 Action 9; Goal 2 Action 4; Goal 3 Action 7)

Consistent student expectations and consequences district wide (Goal 1 Action 1 and 2)

More planning time for staff (Goal 1 Action 3, 7, 11; Goal 3 Action 3, 6)

An updated curriculum for all subject areas, along with updated technology (Goal 2 Actions 7 and 14) and (Goal 3 Action 4 and 11)

Focus on equity for all students (Goal 2 Action 9; Goal 3 Actions 5 and 9)
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Unchanged Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a safe and welcoming environment by building relationships that engage families, students and staff.</td>
<td></td>
</tr>
</tbody>
</table>

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 3: Parental Involvement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 5: Pupil Engagement (Engagement)</td>
</tr>
<tr>
<td></td>
<td>Priority 6: School Climate (Engagement)</td>
</tr>
</tbody>
</table>

Local Priorities:

Identified Need:

Based on feedback from DAC, ELAC, DELAC, school and survey data, and community input at the school site levels regarding our chronic absenteeism rate of 7.8% (did not meet our goal of less than 6%), student survey results showing only 63% of students are feeling safe, respected, and connected to school (with a goal of 71% for the 2019-20 school year), and that 92% of parents surveyed (with our goal of 89%) are feeling informed and invited to school events, indicates a need to continue to create a safe and welcoming environment by building relationships that engage families, students, and staff.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Basic Services</td>
<td>1a. 100% of all schools earn a rating of good or better on the FIT</td>
<td>1a. Maintain 100% of schools at the “good” or better rating on the FIT</td>
<td>1a. Maintain 100% of schools at the “good” or better rating on the FIT</td>
<td>1a. Maintain 100% of schools at the “good” or better rating on the FIT</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>1b. District student chronic absenteeism rate will be less than 6%</td>
<td>1b. The 2016-17 chronic absenteeism rate is 6.6%.</td>
<td>1b. 6% or less</td>
<td>1b. 6% or less</td>
<td>1b. 6% or less</td>
</tr>
<tr>
<td>1c. District-wide student attendance percentage of 95.8% will increase to 96% or higher</td>
<td>1c. The P2 District attendance percentage for 2016-17 was 95.8%.</td>
<td>1c. 96%</td>
<td>1c. 96%</td>
<td>1c. 96%</td>
</tr>
<tr>
<td>1d. Student expulsion rate will remain below 1%</td>
<td>1d. Student expulsion rate is at 0.6%</td>
<td>1d. Below 1%</td>
<td>1d. Below 1%</td>
<td>1d. Below 1%</td>
</tr>
<tr>
<td>1e. We will maintain a dropout rate of less than 1% at the middle school.</td>
<td>1e. Drop out rate will be calculated after Spring 2018 with our first graduating class, along with 8th graders matriculating to the high school.</td>
<td>1e. Less than 1%</td>
<td>1e. Less than 1%</td>
<td>1e. Less than 1%</td>
</tr>
<tr>
<td>1f. The Pupil Suspension Indicator on the dashboard status will remain very low or NA</td>
<td>1f. Suspension indicator 0.6%</td>
<td>1f. Less than 1%</td>
<td>1f. Less than 1%</td>
<td>1f. Less than 1%</td>
</tr>
<tr>
<td>1g. Currently, 65% of students surveyed feel safe, respected, and connected to school. Our goal is gain a 3% annual increase with all students and continue at an additional 2% with any subgroup of students below 65%.</td>
<td>1g. Connectedness student survey has 65% of students feeling safe, respected, and connected to school.</td>
<td>1g. 68%</td>
<td>1g. 71%</td>
<td>1g. 74%</td>
</tr>
</tbody>
</table>
Currently, 85% of parents surveyed feel the school encourages their participation and attendance at school activities (SSC, ELAC, PTA, grade level activities, etc.). Our goal is to increase this percentage to 90% by 2019-20.

School sites will promote parent involvement and input for our unduplicated students, individual with exceptional needs, and increase participation through sign-in sheets from the first semester meeting to the second semester meeting sign-in sheets.

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1h. Currently, 85% of parents surveyed feel the school encourages their participation and attendance at school activities (SSC, ELAC, PTA, grade level activities, etc.). Our goal is to increase this percentage to 90% by 2019-20.</td>
<td>1h. 85% of parents surveyed are informed and invited to school events</td>
<td>1h. 87%</td>
<td>1h. 89%</td>
<td>1h. 90%</td>
</tr>
<tr>
<td>1i. Currently, sign-in sheets are showing similar number of parents participating in ELAC, SSC, and PTA meetings.</td>
<td>1i. 10% increase from baseline</td>
<td>1i. 20% increase from baseline</td>
<td>1i. 30% increase from baseline</td>
<td></td>
</tr>
</tbody>
</table>

**Planned Actions / Services**

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to provide TLIM, college readiness, and school expectation of student behavior informational nights to parents, so they have more understanding of ways to assist their children academically and behaviorally, and how to navigate the educational system, (include childcare at trainings), and include translators at these meetings.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to provide PBIS, college readiness and career planning, along with school expectation of student behavior informational nights to parents, so they have more understanding of ways to assist their children academically and behaviorally, and how to navigate the educational system, (include childcare at trainings), and include translators at these meetings.</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to provide college readiness, and school expectation of student behavior informational nights to parents, so they have more understanding of ways to assist their children academically and behaviorally, and how to navigate the educational system, (include childcare at trainings), and include translators at these meetings.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
</tr>
</tbody>
</table>

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

#### 2017-18 Actions/Services
2. Review needs of the bullying prevention training to staff and students; district-wide implementation and training with The Leader In Me and Restorative Practices programs.

#### 2018-19 Actions/Services
2. Continue with year 2 of bullying prevention training to staff and students; attend/provide staff training with PBIS, Restorative Practices programs; assembles to review expectations, consequences, and respecting each other, and add an additional counselor at the secondary level to provide Social Emotional support.

#### 2019-20 Actions/Services
2. Implement Restorative Practices in more depth at current sites and continue with the implementation of the PLC training process to assist with increasing attendance rates, communication of expectations and consequences, and building of respect. Continue providing the social and emotional counseling supports at all sites.

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
- All

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18
- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
- Unchanged Action

2017-18 Actions/Services
- [Add 2017-18 Actions/Services selection here]

2018-19 Actions/Services
- [Add 2018-19 Actions/Services selection here]

2019-20 Actions/Services
- [Add 2019-20 Actions/Services selection here]
3. Conduct the annual needs assessment of the parents and focus resources accordingly.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Cost</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Modified Action

2017-18 Actions/Services

4. Determine if there are increased needs for security through use of video surveillance.

2018-19 Actions/Services

4. Review and increase security (if needed) through use of video surveillance, door locks, and fencing.

2019-20 Actions/Services

4. Continue to review and increase security (if needed) through use of video surveillance, door locks, and fencing around the middle school and schools that
have housing developments being built around them, so that students feel safe.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>5,000</td>
<td>10,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Continue to reduce number of SARB cases through proactive contact of</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Increase student attendance by proactively working with parents through</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Increase student attendance by proactively working with parents through</td>
</tr>
</tbody>
</table>
parents, along with working to have zero dropouts and expulsions.

SART process alleviating the need for SARBS.

SART process alleviating the need for SARBS, include a monthly process of monitoring attendance and develop policies and procedures to assist with the DA and CSI study session goals.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>1500</td>
<td>1500</td>
<td>1500</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services
6. Continue providing a weekly music program at the sites, along with learning opportunities for music, and the arts; before, during, and after school interventions, including enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama, Creative Writing.

6. Continue providing a weekly music program at the sites, along with learning opportunities for music, and the arts; before, during, and after school interventions, including enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama, Creative Writing.

6. Evaluate using a survey to families our weekly music program at the sites, along with learning opportunities for music, and the arts, before, during, and after school interventions, including enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama, Creative Writing.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amount</td>
<td>63,000</td>
<td>65,000</td>
<td>67,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

Action 7
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action
7. Continued communication with stakeholders through traditional means, i.e. newsletters, email, and calls.

7. Investigate other types of tools for continued communication with stakeholders through traditional means, e.g. newsletters, email, and calls.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]
8. Continue to maintain 100% appropriately credentialed and assigned teachers.

---

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Cost</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

---

2017-18 Actions/Services

Modified Action

---

2018-19 Actions/Services

Modified Action

---

2019-20 Actions/Services

Modified Action
9. Review Afterschool Programs to determine whether more tutorial support is needed.

9. Review Afterschool Programs to determine whether more tutorial support is needed and collaborate with SSC at each site to determine after school tutoring needs in ELA, math, and Social-Emotional support.

9. Continue to review Afterschool Programs to determine whether more tutorial support is needed and collaborate with SSC at each site to determine after school tutoring needs in ELA, math, and Social-Emotional support.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>10,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2018-19</td>
<td>25,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2019-20</td>
<td>25,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Benefits (3000)</td>
</tr>
</tbody>
</table>

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Norman L. Sullivan Middle School and Bonsall High School
- Specific Grade Spans: 6th - 12th

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Increase student opportunities to volunteer in the community.</td>
<td>Continue to increase student opportunities to volunteer in the community when needed.</td>
<td>Continue to increase student opportunities to volunteer in the community when needed.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>0</td>
<td>No Cost</td>
</tr>
<tr>
<td>2018-19</td>
<td>0</td>
<td>No Cost</td>
</tr>
<tr>
<td>2019-20</td>
<td>0</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- New Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- [Add Actions/Services selection here]
training guides and communicate district wide including parents of major changes.

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 2

Students in Bonsall Unified Schools will show a 2% growth in meeting or exceeding the math state standards when compared with the previous year's SBAC results with underperforming student groups increasing 0.5% more than the district average.

State and/or Local Priorities addressed by this goal:

| State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)  
Priority 7: Course Access (Conditions of Learning)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes) |

| Local Priorities: |

Identified Need:

Stakeholder input identified needs for continued Professional Development due the district-wide % of students meeting and exceeding math standard proficiency dropped by 3% (55% 2018 and 58% in 2017) from the previous year and to provide support for the basics (quality teachers, maintain facilities, and availability of instructional materials and technology), guarantee student access to core subjects, and continue implementing/trainings in the CCSS.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Basic Services</td>
<td>2a. Maintain the percentage of teachers appropriately credentialed and assigned at 100%, student access to</td>
<td>2a. Maintain baseline</td>
<td>2a. Maintain baseline</td>
<td>2a. Maintain baseline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2b. Increase the percent of implementation of standards based instruction by 10% through classroom walk thru's and observations.</td>
<td>2b. In 2016-17, 60% of classroom teachers are showing consistent standards based lessons including ELD standards.</td>
<td>2b. 70%</td>
<td>2b. 80%</td>
<td>2b. 90%</td>
</tr>
<tr>
<td>2c. Students will show a 2% growth in meeting or exceeding the math state standards when compared with the previous year's SBAC results with EL, SES, and other subgroups increasing 0.5% more than the district average.</td>
<td>2c. Students scoring at the meets or exceeds level on the SBAC math assessment was 61%.</td>
<td>2c. 63% of students meeting or exceeding on the math SBAC with subgroups increasing an additional 0.5%.</td>
<td>2c. 65% of students meeting or exceeding on the math SBAC with subgroups increasing an additional 0.5%.</td>
<td>2c. 67% of students meeting or exceeding on the math SBAC with subgroups increasing an additional 0.5%.</td>
</tr>
<tr>
<td>2d. Provide a broad course of study (a-g) to all students, particularly those identified as EL, low socioeconomic, and foster youth</td>
<td>2d. All students are required to take A-G courses to graduate with a diploma. Currently, 12 students receive modified grades through IEP services.</td>
<td>2d. All students are required to take A-G courses to graduate with a diploma.</td>
<td>2d. All students are required to take A-G courses to graduate with a diploma.</td>
<td>2d. All students are required to take A-G courses to graduate with a diploma.</td>
</tr>
<tr>
<td>2e. All high school students will participate in, and demonstrate college preparedness pursuant to the Early</td>
<td>2e. 2018-19 target of students &quot;ready&quot; or &quot;conditionally ready&quot; will exceed 2017-18 baseline of 69.4%.</td>
<td>2e. 70% of students taking EAP will score ready or conditionally ready on the college</td>
<td>2e. 75% of students taking EAP will score ready or conditionally ready on the college</td>
<td>2e. 75% of students taking EAP will score ready or conditionally ready on the college</td>
</tr>
</tbody>
</table>
### Metrics/Indicators

| Assessment Program, or any subsequent assessment of college preparedness. |
|---|---|---|---|---|
| Baseline | 2017-18 | 2018-19 | 2019-20 |
| | | preparedness assessment. | preparedness assessment. |  

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modified Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unchanged Action</td>
</tr>
</tbody>
</table>

1. Provide to all students the district math benchmark 2 times a year (3 times a year for our EL students). Use the data to accurately measure student growth and make instructional adjustments accordingly.
## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>37,000</td>
<td>37,000</td>
<td>37,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

2017-18 Actions/Services

2. Continue increasing student understanding of math assessment and academic vocabulary

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

2018-19 Actions/Services

2. Determine strategies to increase student understanding of math academic assessment vocabulary.

Select from New, Modified, or Unchanged for 2019-20

- New Action

2019-20 Actions/Services

2. Create, by grade level, the math academic assessment vocabulary to be used throughout the district.

## Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>37,000</td>
<td>37,000</td>
<td>37,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
<tr>
<td>Year</td>
<td>Amount</td>
<td>Source</td>
<td>Budget Reference</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td>------------------</td>
</tr>
<tr>
<td>2017-18</td>
<td>5,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2018-19</td>
<td>5,000</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
<tr>
<td>2019-20</td>
<td>7,500</td>
<td>Base</td>
<td>1000-1999: Certificated Personnel Salaries</td>
</tr>
</tbody>
</table>

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

1. [Add Students to be Served selection here]
2. [Add Scope of Services selection here]
3. [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- New Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

**2017-18 Actions/Services**

3. Continue to provide training for new teachers on math state standards.

**2018-19 Actions/Services**

3. Provide PD time to develop grade level math scope and sequence with OER or adopted materials.

**2019-20 Actions/Services**

3. Provide PD time to develop grade level math scope and sequence with OER or adopted materials.

**Budgeted Expenditures**
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

<table>
<thead>
<tr>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Low Income</th>
</tr>
</thead>
</table>

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

<table>
<thead>
<tr>
<th>Limited to Unduplicated Student Group(s)</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2018-19

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>Unchanged Action</th>
</tr>
</thead>
</table>

2017-18 Actions/Services

4. Provide mathematics intervention as needed

2018-19 Actions/Services

4. Continue to provide mathematics intervention and tutoring as needed

2019-20 Actions/Services

4. Continue to provide mathematics intervention as needed

### Budgeted Expenditures
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>30,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2018-19</td>
<td>30,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2019-20</td>
<td>30,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Salaries Benefits (3000)</td>
</tr>
</tbody>
</table>

### Action 5

<table>
<thead>
<tr>
<th>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong> (Select from All, Students with Disabilities, or Specific Student Groups)</td>
</tr>
<tr>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
</tr>
<tr>
<td>All Schools</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students to be Served:</strong> (Select from English Learners, Foster Youth, and/or Low Income)</td>
</tr>
<tr>
<td><strong>Scope of Services:</strong> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
</tr>
<tr>
<td><strong>Location(s):</strong> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
</tr>
<tr>
<td>[Add Scope of Services selection here]</td>
</tr>
<tr>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

- **Select from New, Modified, or Unchanged for 2017-18**
  - Unchanged Action
- **Select from New, Modified, or Unchanged for 2018-19**
  - New Action
- **Select from New, Modified, or Unchanged for 2019-20**
  - Modified Action

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Plan school-wide Family Math Night focusing on fun, real-world applications of math</td>
</tr>
<tr>
<td>concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2018-19 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. In lieu of an annual school-wide Family Math Night(s) focusing on fun, real-world</td>
</tr>
<tr>
<td>applications of math, provide parents with SBAC Interim and practice test informational</td>
</tr>
<tr>
<td>nights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Continue to provide parents with SBAC Interim and practice test informational nights.</td>
</tr>
</tbody>
</table>
### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Cost</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

6. Review if an increase in math real life learning opportunities for students i.e. before, during, and after school interventions; enrichment programs provided by the Bonsall Education Foundation such as Robotics, Code.org, Chess Camp, Instrumental Music, and increase math retention opportunities

### 2018-19 Actions/Services

6. Using a survey for teachers, determine if an increase in math real life learning opportunities for students i.e. before, during, and after school interventions; enrichment programs provided by the Bonsall Education Foundation such as Robotics, Code.org, Chess Camp, Instrumental Music are helping to increase student's math understanding.

### 2019-20 Actions/Services

6. Using a survey for teachers, determine if an increase in math real life learning opportunities for students i.e. before, during, and after school interventions; enrichment programs provided by the Bonsall Education Foundation such as Robotics, Code.org, Chess Camp, Instrumental Music are helping to increase student's math understanding.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>No Cost</td>
<td>No Cost</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Span)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

#### 2017-18 Actions/Services

- 7. Continue implementing digital learning software systems, learning management, student assessment, and instructional resources and materials.

#### 2018-19 Actions/Services

- 7. Continue implementing and providing PD for digital learning software systems, learning management, student assessment, and instructional resources and materials.

#### 2019-20 Actions/Services

- 7. Continue implementing digital learning software systems, learning management, student assessment, and instructional resources and materials.
<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>34,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
<td>34,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
<td>34,000</td>
</tr>
<tr>
<td>2018-19</td>
<td>34,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
<td>34,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
<td>34,000</td>
</tr>
<tr>
<td>2019-20</td>
<td>34,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
<td>34,000</td>
<td>Base</td>
<td>4000-4999: Books And Supplies</td>
<td>34,000</td>
</tr>
</tbody>
</table>

**Action 8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services
8. Review data to determine whether to expand the summer learning program for indicated subgroups to include math instruction.

8. After reviewing data determine whether to expand the summer learning program for indicated subgroups to include math instruction.

8. After reviewing data determine whether to expand the summer learning program for indicated subgroups to include math instruction.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>15,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2018-19</td>
<td>15,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2019-20</td>
<td>15,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
</tr>
</tbody>
</table>

### Action 9

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services
9. Continue to provide the additional ELD rotation teacher at the elementary level and with projected numbers evaluate an additional 0.5 FTE.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>30,000</td>
<td>32,000</td>
<td>34,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

### Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(SELECT FROM ALL, STUDENTS WITH DISABILITIES, OR SPECIFIC STUDENT GROUPS)

[Add Students to be Served selection here]

**Location(s):**
(SELECT FROM ALL SCHOOLS, SPECIFIC SCHOOLS, AND/OR SPECIFIC GRADE SPANS)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(SELECT FROM ENGLISH LEARNERS, FOSTER YOUTH, AND/OR LOW INCOME)

| English Learners | LEA-wide | All Schools |

**Scope of Services:**
(SELECT FROM LEA-WIDE, SCHOOLWIDE, OR LIMITED TO UNDuplicated STUDENT GROUP(s))

**Location(s):**
(SELECT FROM ALL SCHOOLS, SPECIFIC SCHOOLS, AND/OR SPECIFIC GRADE SPANS)

**Actions/Services**

SELECT FROM NEW, MODIFIED, OR UNCHANGED FOR 2017-18

| Unchanged Action | 2017-18 Actions/Services |

SELECT FROM NEW, MODIFIED, OR UNCHANGED FOR 2018-19

| Unchanged Action | 2018-19 Actions/Services |

SELECT FROM NEW, MODIFIED, OR UNCHANGED FOR 2019-20

| Modified Action | 2019-20 Actions/Services |
10. Bilingual Paraprofessionals to support inclusion of English learners into classroom learning conversations and monitoring RFEP.

Refine and implement Professional Development plan around Common Core Standards and ELD Standards for teachers and bilingual paraprofessionals

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>135,000</td>
<td>135,000</td>
<td>135,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

**Action 11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)

- English Learners

**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools
Select from New, Modified, or Unchanged for 2017-18
Modified Action

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action

### 2017-18 Actions/Services

11. Offer English language development training, planning, and processes for monitoring EL student data to new teachers

Revise as needed, master schedule that reflects allotted time for designated ELD for all English Learners

### 2018-19 Actions/Services

11. Provide English language development teacher training, planning time, and monitoring of EL data.

Revise as needed, master schedule that reflects allotted time for designated ELD for all English Learners

### 2019-20 Actions/Services

11. Provide English language development teacher training, planning time, and monitoring of EL data.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>

### Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- Students with Disabilities
- Specific Student Groups: Students with disabilities

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| Add Students to be Served selection here |

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| Add Scope of Services selection here |

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

| Add Location(s) selection here |

### Actions/Services
Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| Modified Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

#### 2017-18 Actions/Services
12. Learning Center time provided at middle and high schools

#### 2018-19 Actions/Services
12. Provide Learning Center time at all schools.

#### 2019-20 Actions/Services
12. Provide Learning Center time at all schools.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
</tbody>
</table>

### Action 13
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| All |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Span(s))

| Specific Schools: Bonsall High School Specific Grade Span: 9th - 12th |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served:  
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

13. Continue to send teachers to training on project based learning and implementations.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

13. Continue to provide training on project based learning and implementation.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

13. Continue to provide training on PLC implementation, along with supporting the development of CTE programs at both the middle and high school in lieu of PBL training.

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Source</td>
<td>Base</td>
<td>Base</td>
<td>Base</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>5000-5999: Services And Other Operating Expenditures</td>
</tr>
</tbody>
</table>

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

**2017-18 Actions/Services**

14. Continue to implement EL digital instructional materials.

**2018-19 Actions/Services**


**2019-20 Actions/Services**


**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
</tr>
</tbody>
</table>

**Action 15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- Specific Schools: Bonsall High School
- Specific Grade Spans: 9th - 12th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

15. Continue to provide a broad course of study by adding high school courses that meet a-g requirements.

15. Continue to provide a broad course of study by adding high school courses that meet a-g requirements.

15. Continue to provide broad course of study that meet A-G by Introducing additional courses that meet the a-g requirements.

Budgeted Expenditures

Year | 2017-18 | 2018-19 | 2019-20
---|---|---|---
Amount | 0 | 0 | 0
Budget Reference | No Cost | No Cost | No Cost

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Schools
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12,000</td>
</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
<td>Supplemental</td>
</tr>
</tbody>
</table>
Goals, Actions, & Services
Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| Unchanged Goal |

Goal 3

Students in Bonsall Unified Schools will show a 2% growth in meeting or exceeding the ELA state standards when compared with the previous year's SBAC results with subgroups increasing 0.5% more than the district average.

State and/or Local Priorities addressed by this goal:

<table>
<thead>
<tr>
<th>State Priorities:</th>
<th>Priority 1: Basic (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Priority 2: State Standards (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 4: Pupil Achievement (Pupil Outcomes)</td>
</tr>
<tr>
<td></td>
<td>Priority 7: Course Access (Conditions of Learning)</td>
</tr>
<tr>
<td></td>
<td>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</td>
</tr>
<tr>
<td>Local Priorities:</td>
<td></td>
</tr>
</tbody>
</table>

Identified Need:

Stakeholder input identified needs for continued Professional Development due to the district-wide 63% of students meeting and exceeding ELA standards did not meet the 2% growth goal and to provide support for the basics (quality teachers, maintain facilities, and availability of instructional materials and technology), guaranteed student access to core subjects, and continued implementing/training in the CCSS and writing proficiency, along with continued support of students learning English.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Basic Services</td>
<td>3a. Maintain the percentage of teachers appropriately credentialed and</td>
<td>3a. Maintain baseline</td>
<td>3a. Maintain baseline</td>
<td>3a. Maintain baseline</td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>3b. Increase the percent of implementation of standards, including ELD standards based instruction by 10% through classroom walk-thru's and observations.</td>
<td>assigned at 100%, student access to instruction aligned to standards based curriculum will be at 100%, and all sites will continue to earn a Good or better on the FIT.</td>
<td>3b. 70%</td>
<td>3b. 80%</td>
<td>3b. 90%</td>
</tr>
<tr>
<td>3c. Students will show a 2% growth in meeting or exceeding the ELA state standards when compared with the previous year's SBAC results with subgroups increasing 0.5% more than the desired district-wide average.</td>
<td>3c. Students scoring at the meets or exceeds level on the SBAC ELA assessment was 64%.</td>
<td>3c. 66% of students meeting or exceeding on the ELA SBAC with subgroups increasing an additional 0.5%.</td>
<td>3c. 68% of students meeting or exceeding on the ELA SBAC with subgroups increasing an additional 0.5%.</td>
<td>3c. 70% of students meeting or exceeding on the ELA SBAC with subgroups increasing an additional 0.5%.</td>
</tr>
<tr>
<td>3d. AMAO 1 State Target no longer exists and the BUSD metric to assess ELs during this transition time is the i-Ready Reading Diagnostic pre and post assessment during the transition to ELPAC.</td>
<td>3d. AMAO 1 no longer exists. i-Ready Reading baseline will be to exceed 2017-18 K-5 46% of ELs are on level towards proficiency and 1% of 6-12th grade ELs are on level towards proficiency.</td>
<td>3d. District wide % of ELs on level to meet proficiency will increase 3% on the i-Ready Reading pre and post growth assessment from the % on the 2017-18 baseline.</td>
<td>3d. District wide % of ELs on level to meet proficiency will increase 3% on the i-Ready Reading pre and post growth assessment from the previous year.</td>
<td></td>
</tr>
<tr>
<td>Metrics/Indicators</td>
<td>Baseline</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3e. Increase professional development with ELA/ELD standards by an additional 2 days</td>
<td>3e. During the 2016-17 school year, 2 additional PD days for ELA/ELD were provided to teachers.</td>
<td>3e. Provide one day before the school year for ELA/ELD Professional Development training and one day prior to second semester.</td>
<td>3e. Provide one day before the school year for ELA/ELD Professional Development training and one day prior to second semester.</td>
<td>3e. Provide one day before the school year for ELA/ELD Professional Development training and one day prior to second semester.</td>
</tr>
<tr>
<td>3f. Increase by 1% the number of EL students reclassified at the end of the year.</td>
<td>3f. In 2016-17, the number of EL Reclassifications increased 3% from the previous year with the 7 RFEPs in 2016 and 21 RFEPs in 2017.</td>
<td>3f. Maintain a 1-3% increase in annual RFEPs.</td>
<td>3f. Maintain a 1-3% increase in annual RFEPs.</td>
<td>3f. Maintain a 1-3% increase in annual RFEPs.</td>
</tr>
<tr>
<td>3g. Provide a broad course of study (a-g) to all students, particularly those identified as EL, low socioeconomic, and foster youth the district will identify and recommend to Board for implementation</td>
<td>3g. All students, including our English Learners and individuals with exceptional needs, are provided opportunities to take A-G courses to graduate with a diploma. Currently, 12 students receive modified grades through IEP services.</td>
<td>3g. All students are required to take A-G courses to graduate with a diploma. Baseline of those completing A-G will be established.</td>
<td>3g. All students are required to take A-G courses to graduate with a diploma with a 2% increase over baseline. All K-8 students will receive a broad course of student using report cards.</td>
<td>3g. All students are required to take A-G courses to graduate with a diploma with a 4% increase over baseline. A baseline will be establish for the graduation rate. A baseline will be established for the physical fitness assessment.</td>
</tr>
<tr>
<td>3h. Establish baseline for AP enrollment and passing rate due to this being the first time AP courses are offered within the district.</td>
<td>3h. Establish baseline enrollment and passing rate performance for the district.</td>
<td>3h. Establish baseline enrollment and passing rate performance for the district.</td>
<td>3h. Establish baseline enrollment and passing rate performance for the district.</td>
<td>3h. Establish baseline enrollment and passing rate performance for the district.</td>
</tr>
<tr>
<td>3i. Establish baseline student performance on</td>
<td>3i. Establish baseline student performance on</td>
<td>3i. Establish baseline student performance on</td>
<td>3i. Establish baseline student performance on</td>
<td>3i. Establish baseline student performance on</td>
</tr>
</tbody>
</table>
## Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Scope of Services selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- **Modified Action**

Select from New, Modified, or Unchanged for 2018-19

- **Modified Action**

Select from New, Modified, or Unchanged for 2019-20

- **Unchanged Action**

### 2017-18 Actions/Services

1. Provide to all students the district ELA benchmark 2 times per year (3 times a year to our EL students). Use the data to accurately measure student growth and make instructional adjustments accordingly.

### 2018-19 Actions/Services

1. Schedule the district benchmark assessments 2 times a year. Use the date to accurately measure student growth and make instructional adjustments accordingly. The high school will use CAASPP 11th grade scores to establish baseline of growth and adjust instruction accordingly.

### 2019-20 Actions/Services

1. Schedule the district benchmark assessments 2 times a year. Use the date to accurately measure student growth and make instructional adjustments accordingly. The high school will use CAASPP 11th grade scores to establish baseline of growth and adjust instruction accordingly.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>37,000</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Budget Reference</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 2

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

- Select from New, Modified, or Unchanged for 2017-18
  - Modified Action

- Select from New, Modified, or Unchanged for 2018-19
  - Modified Action

- Select from New, Modified, or Unchanged for 2019-20
  - Modified Action

- 2017-18 Actions/Services
  - 2. Continue to increase student understanding of ELA assessment and academic vocabulary.

- 2018-19 Actions/Services
  - 2. Determine strategies to be used to increase student understanding of ELA academic assessment vocabulary.

- 2019-20 Actions/Services
  - 2. Create, by grade level, the ELA academic assessment vocabulary to be used throughout the district.

### Budgeted Expenditures
### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>All</td>
<td>All Schools</td>
</tr>
</tbody>
</table>

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

**[Add Students to be Served selection here]**  
**[Add Scope of Services selection here]**  
**[Add Location(s) selection here]**

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18  
Select from New, Modified, or Unchanged for 2018-19  
Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Provide on-going professional development including implementation of increased student learning conversations, on-site collaboration, and the sharing of best practices to meet California Standards.</td>
<td>3. Provide additional time for teacher planning and professional development including implementation of increased student learning conversations, on-site collaboration, and the sharing of best practices using OERs to meet California Standards.</td>
<td>3. Continue providing additional time for teacher planning and professional development including implementation of increased student learning conversations, on-site collaboration, and the sharing of best practices using OERs to meet California Standards.</td>
</tr>
</tbody>
</table>

---

**Table:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
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<tbody>
<tr>
<td>2017-18</td>
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<tr>
<td>2018-19</td>
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<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
</tr>
<tr>
<td>2019-20</td>
<td>5,000</td>
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<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
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## Budgeted Expenditures

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<th>2019-20</th>
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</tr>
</tbody>
</table>

### Action 4

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)
- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- All Schools

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
- [Add Location(s) selection here]

### Actions/Services

- **2017-18 Actions/Services**
  4. Review data to determine best practice computer applications, e.g. Accelerated Reader, etc. and whether they are improving student learning.

- **2018-19 Actions/Services**
  4. Continue using the best practice computer applications

- **2019-20 Actions/Services**
  4. Review data from current computer software programs to determine academic growth and extending the license agreements.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
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</tr>
<tr>
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<td>5800: Professional/Consulting Services And Operating Expenditures</td>
<td>5800: Professional/Consulting Services And Operating Expenditures</td>
</tr>
</tbody>
</table>

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Modified Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

#### 2017-18 Actions/Services

5. Continue to provide ELA/ELD intervention as needed

#### 2018-19 Actions/Services

5. Continue to provide ELA/ELD intervention within the school day as needed, along with tutoring opportunities before and after school.

#### 2019-20 Actions/Services

5. Continue to provide ELA/ELD intervention within the school day as needed, along with tutoring opportunities before and after school.
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
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<td>30,000</td>
</tr>
<tr>
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<td>Base</td>
</tr>
</tbody>
</table>

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- All

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

- Modified Action

Select from New, Modified, or Unchanged for 2019-20

- Unchanged Action

### 2017-18 Actions/Services

- 6. Continue implementing digital learning software systems, learning management, student assessment, and instructional resources and materials.

### 2018-19 Actions/Services

- 6. Continue using and training PD on digital learning software systems, learning management, student assessment, and instructional resources and materials.

### 2019-20 Actions/Services

- 6. Continue using digital and training PD on learning software systems, learning management, student assessment, and instructional resources and materials.
<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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</thead>
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</tr>
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<td>4000-4999: Books And Supplies</td>
<td>4000-4999: Books And Supplies</td>
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</table>

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- **All**

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- **All Schools**

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

- **Modified Action**

Select from New, Modified, or Unchanged for 2018-19

- **Unchanged Action**

Select from New, Modified, or Unchanged for 2019-20

- **Unchanged Action**

#### 2017-18 Actions/Services

7. Continue to provide ELA/ELD learning opportunities before, during, and after school interventions, along with EL summer school with the enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama; expand summer learning programs to prevent summer learning loss (EL Students).

#### 2018-19 Actions/Services

7. Provide ELA learning opportunities before, during, and after school interventions, along with EL summer school with the enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama; expand summer learning programs to prevent summer learning loss (EL Students)

#### 2019-20 Actions/Services

7. Provide ELA learning opportunities before, during, and after school interventions, along with EL summer school with the enrichment programs provided by the Bonsall Education Foundation, e.g. Choir, Drama; expand summer learning programs to prevent summer learning loss (EL Students)
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>Base</td>
</tr>
</tbody>
</table>

### Action 8

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>English Learners</td>
<td>LEA-wide</td>
<td>All Schools</td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Actions/Services

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Continue to offer afterschool programs with bilingual paraprofessional support.</td>
<td>8. Review data of the afterschool program with bilingual and special education</td>
<td>8. Review data of the afterschool program with bilingual and special education</td>
</tr>
</tbody>
</table>

[X] English Learners
[X] Foster Youth
[X] Low Income
[X] LEA-wide
[X] All Schools
paraprofessional support to determine if the program should be expanded.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
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</thead>
<tbody>
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<td>2018-19</td>
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<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries Benefits (3000)</td>
<td>20,000</td>
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<tr>
<td>2019-20</td>
<td>20,000</td>
<td>Supplemental</td>
<td>2000-2999: Classified Personnel Salaries Benefits (3000)</td>
<td>20,000</td>
</tr>
</tbody>
</table>

### Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:** (Select from All, Students with Disabilities, or Specific Student Groups)
  - [Add Students to be Served selection here]

- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

- **Students to be Served:** (Select from English Learners, Foster Youth, and/or Low Income)
  - English Learners
  - Foster Youth
  - Low Income

- **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
  - LEA-wide

- **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
  - All Schools

### Actions/Services

- **Select from New, Modified, or Unchanged for 2017-18**
  - New Action

- **Select from New, Modified, or Unchanged for 2018-19**
  - Modified Action

- **Select from New, Modified, or Unchanged for 2019-20**
  - Unchanged Action

### 2017-18 Actions/Services

- 2017-18 Actions/Services

### 2018-19 Actions/Services

- 2018-19 Actions/Services

### 2019-20 Actions/Services

- 2019-20 Actions/Services
9. Continue to provide support for the Integrated ELD standards in all other Core academic subjects.

9. Provide training supports for the Integrated ELD standards in all other Core academic subjects.

9. Provide training supports for the Integrated ELD standards in all other Core academic subjects.

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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</thead>
</table>

### Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20
### Action 10

**Bilingual paraprofessional support for inclusion of English Learners into classroom learning conversations**

**2017-18**
- Ongoing Bilingual paraprofessional support for inclusion of English Learners into classroom learning conversations.
- Students to be Served: English Learners
- Scope of Services: LEA-wide
- Location(s): All Schools

**2018-19**
- Bilingual paraprofessionals will continue to support inclusion of English Learners into classroom learning conversations to include science and elective classes.
- Students to be Served: English Learners
- Scope of Services: LEA-wide
- Location(s): All Schools

**2019-20**
- Bilingual paraprofessionals will continue to support inclusion of English Learners into classroom learning conversations to include science and elective classes.
- Students to be Served: English Learners
- Scope of Services: LEA-wide
- Location(s): All Schools

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<td>Supplemental</td>
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</tr>
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</table>

### Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- English Learners

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>Modified Action</th>
<th>Modified Action</th>
<th>Unchanged Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2017-18 Actions/Services</strong></td>
<td><strong>2018-19 Actions/Services</strong></td>
<td><strong>2019-20 Actions/Services</strong></td>
</tr>
<tr>
<td>11. Implement EL digital programs to assist EL students in learning English.</td>
<td>11. Continue to use EL digital programs to assist EL students in learning English.</td>
<td>11. Continue to use EL digital programs to assist EL students in learning English.</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
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<tbody>
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<td>2019-20</td>
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<tbody>
<tr>
<td><strong>Action 12</strong></td>
<td></td>
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</tbody>
</table>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
### 12. Continue to provide English Language Development/ELPAC training opportunities for teachers.

### 12. Continue to provide English Language Development/ELPAC training opportunities to all staff.

### 12. Continue to provide English Language Development/ELPAC and Integrated ELD trainings.

#### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
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<td>3000</td>
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</tr>
<tr>
<td>Source</td>
<td>Supplemental</td>
<td>Supplemental</td>
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</tr>
</tbody>
</table>

### Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

**Scope of Services:**  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

**Location(s):**  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<table>
<thead>
<tr>
<th>Select from New, Modified, or Unchanged for 2017-18</th>
<th>Select from New, Modified, or Unchanged for 2018-19</th>
<th>Select from New, Modified, or Unchanged for 2019-20</th>
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</thead>
<tbody>
<tr>
<td>Modified Action</td>
<td>Unchanged Action</td>
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</table>

<table>
<thead>
<tr>
<th>2017-18 Actions/Services</th>
<th>2018-19 Actions/Services</th>
<th>2019-20 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Provide additional EL teaching supports and parent informational meetings to discuss RFEP criteria.</td>
<td>13. Provide additional EL teaching supports and parent informational meetings to discuss RFEP criteria.</td>
<td>13. Provide additional EL teaching supports and parent informational meetings to discuss RFEP criteria.</td>
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**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
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<tbody>
<tr>
<td>2017-18</td>
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<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
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<td>2018-19</td>
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<td>Supplemental</td>
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<td>2019-20</td>
<td>34,000</td>
<td>Supplemental</td>
<td>1000-1999: Certificated Personnel Salaries Benefits (3000)</td>
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,427,158</td>
<td>7.27%</td>
</tr>
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</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district currently has a total population of 35.7% of unduplicated pupils. This allows the District to receive only the Supplemental Grant funds and is below the threshold of 55 percent for Concentration Grant Funds. The district began implementing strategies principally directed towards unduplicated student groups, to support our English Learner, Foster Youth and Low Income students.

The following targeted actions and services are principally directed toward increasing and improving services in support of the academic, social and emotional needs of English Learner students in Bonsall Unified School District. The following actions and services are grounded in the research of the California ELA/ELD Framework as well as surveys provided by the Rand Corporation finds that: Professional Development transforms academic learning in schools, along with data that shows many students lose learning over the summer and some students need more time on task. John Hopkins University research shows parent-school partnerships improve schools and strengthens families. In analyzing the achievement patterns of our English Learners as a district we are concentrating efforts on increasing and improving services for our English Learners. We understand that what is best for them academic, socially and emotionally will also have a positive impact on other students, therefore we believe the following actions and services are the most effective use of funds in meeting the differentiated needs of English Learners.

Goal 2 Action 8- Data review regarding summer program effectiveness. This action will allow us to capture disaggregated data regarding the academic progress of English Learner students in mathematics. Achievement trends demonstrate that English Learner students can struggle with the language contained in math word problems, so analyzing data regarding summer session performance will provide academic progress monitoring data for English Learners.
Goal 2 Action 9 - Continue to provide additional ELD rotation teacher at the elementary level. The additional ELD rotation will provide increased opportunities for differentiated learning experiences for English Learner students. This will provide students with increased opportunities to develop their skills of listening, speaking and writing while being provided more immediate teacher feedback to continue growth and progress.

Goal 2 Action 10 - Continue providing Bilingual Paraprofessionals to support inclusion of English Language students into classroom conversations. The additional classroom supports provide opportunities to increase English Learner student participation in the group conversations (speaking and listening) and use of mathematic academic vocabulary.

Goal 2 Action 11 - Provide English language development teacher training, planning time, and monitoring of EL data.

Goal 2 Action 14 - Continue implementing EL digital instructional materials.

Goal 2 Action 16 - Continue to Provide EL teaching supports and parent informational meetings to include PIQUE, social and emotional information, and dual language research.

Goal 3 Action 10 - Bilingual paraprofessionals will continue to support inclusion of English Learners into classroom learning conversations to include science and elective classes. The additional classroom supports will provide opportunities to increase English Learner students participation in the group conversations (speaking and listening) and use of academic vocabulary while in all their classes.

Goal 3 Action 12 - Provide continued English Language Development/ELPAC training opportunities for teachers. The additional training will provide teachers with various teaching strategies to use in the classroom to increase English Learner's development of the English Language.

Goal 3 Action 13 - Provide additional English Learner teaching supports and parent informational meetings to discuss RFEP criteria. This will provide teachers, paraprofessionals, and parents with updated information on the Reclassification criteria, along with strategies to use to differentiate teaching and learning strategies for the English Learners.

The following LEA-wide actions and services are principally directed toward meeting the needs of all unduplicated students. The implementation of these actions is aligned with the research referenced above.
While the following actions and services are principally directed toward unduplicated students, we understand that the processes, protocols, resources and supports will enhance the educational experience for all students, therefore we believe the following actions and services are the most effective use of funds in meeting the differentiated needs of our unduplicated students.

Goal 1 Action 9 & Goal 3 Action 8- Review After School Programs to determine whether more tutorial support is needed and collaborate with SSC at each site to determine after school tutoring needs in ELA, math, and Social Emotional support & review data of the After School program with bilingual paraprofessional support to determine if the program should be expanded.

By reviewing the quality of our afterschool program we are able to evaluate gaps in services that are surfaced by analyzing student achievement data. Additionally, research demonstrates that providing opportunities for students to engage in extra-curricular activities can benefit academic performance especially for at-risk students, in addition to connecting students with after-school program tutoring, it provides a safe and quiet space for studying and increases opportunities for students who may be disenfranchised from participation in extra and co-curricular activities to more authentically engage with staff and other students building a healthier connection with the school community.

Goal 2 Action 4- Continue to provide mathematics intervention and tutoring as needed. Through the examination of our SBAC data and interim progress monitoring assessments, there is a continued need to attend to the persistent achievement gap for our unduplicated student groups in the areas of Mathematics, this will be accomplished through providing additional tiered supports for students to address knowledge gaps and provide additional opportunities to scaffold and differentiate learning experiences.

Goal 3 Action 9- Continue to provide training supports for the Integrated ELD standards in all other Core academic subjects. The instructional strategies and structures that our teaching staff will learn while directed towards increasing opportunities for academic success for English Learner students have been proven through research (aligned with ELA/ELD Framework) to increase access to the content for other student groups.

Goal 3 Action 11 - Continue ELD supplemental digital and material resources that were purchased and implemented for grades 4-12.

All of the targeted actions and LEA-wide actions are the result of reviewing the results of student achievement data, reviewing themes from stakeholder engagement sessions, as well as engaging with students to determine what their needs are. We believe that the actions and services listed above are the most effective funds in meeting the needs of our unduplicated students. Additionally, the actions and services meet/exceed the Minimum Proportionality percentage for Increasing or Improving Services for the unduplicated students of the Bonsall Unified School District.
LCAP Year: **2018-19**

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,356,817</td>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The district currently has a total population of 35.7% of unduplicated pupils. This allows the District to receive only the Supplemental Grant funds and is below the threshold of 55 percent for Concentration Grant Funds. The district began implementing strategies principally directed towards unduplicated student groups, to support our English Learner, Foster Youth and Low Income students.

The following targeted actions and services are principally directed toward increasing and improving services in support of the academic, social and emotional needs of English Learner students in Bonsall Unified School District. The following actions and services are grounded in the research of the California ELA/ELD Framework as well as surveys provided by the Rand Corporation finds that: Professional Development transforms academic learning in schools, along with data that shows many students lose learning over the summer and some students need more time on task. John Hopkins University research shows parent-school partnerships improve schools and strengthens families. In analyzing the achievement patterns of our English Learners as a district we are concentrating efforts on increasing and improving services for our English Learners. We understand that what is best for them
academic, socially and emotionally will also have a positive impact on other students, therefore we believe the following actions and services are the most effective use of funds in meeting the differentiated needs of English Learners.

Goal 2 Action 8- Data review regarding summer program effectiveness. This action will allow us to capture disaggregated data regarding the academic progress of English Learner students in mathematics. Achievement trends demonstrate that English Learner students can struggle with the language contained in math word problems, so analyzing data regarding summer session performance will provide academic progress monitoring data for English Learners.

Goal 2 Action 9- Continue to provide additional ELD rotation teacher at the elementary level. The additional ELD rotation will provide increased opportunities for differentiated learning experiences for English Learner students. This will provide students with increased opportunities to develop their skills of listening, speaking and writing while being provided more immediate teacher feedback to continue growth and progress.

Goal 2 Action 10- Continue providing Bilingual Paraprofessionals to support inclusion of English Language students into classroom conversations. The additional classroom supports provide opportunities to increase English Learner student participation in the group conversations (speaking and listening) and use of mathematic academic vocabulary.

Goal 2 Action 11- Provide English language development teacher training, planning time, and monitoring of EL data. The ELD training for teachers will provide them with additional differentiated learning strategies to implement in their classrooms to increase English Learner students development of their listening, speaking and writing skills. The training provides teachers with various options for tracking and monitoring the student growth to then adjust their teaching strategies.

Goal 2 Action 14 & Goal 3 Action 11- Continue implementing English Learner digital instructional materials & Continue to use English Learner digital programs to assist English Learner students in learning English. Our iReady data demonstrates that English Learner students continue to make academic gains, while we weren’t able to implement English 3D in 17-18 we have a plan for full implementation during the 18-19 school year. This digital program will provide additional opportunities for differentiating learning experiences to meet the leveled language needs of our English Learner students.

Goal 2 Action 16- Provide additional English Learner teaching supports and parent informational meetings to include PIQUE, social and emotional information, and dual language research. This action will allow us to work closely with English Learner students families to share opportunities for them to learn more about the school structure and resources to assist them in navigating through the educational system. Parent input on developing a plan to implement a dual language program provides us with the opportunity to research parent input and suggestions.
Goal 3 Action 10 - Bilingual paraprofessionals will continue to support inclusion of English Learners into classroom learning conversations to include science and elective classes. The additional classroom supports will provide opportunities to increase English Learner students participation in the group conversations (speaking and listening) and use of academic vocabulary while in all their classes.

Goal 3 Action 12 - Provide continued English Language Development/ELPAC training opportunities for teachers. The additional training will provide teachers with various teaching strategies to use in the classroom to increase English Learner’s development of the English Language.

Goal 3 Action 13 - Provide additional English Learner teaching supports and parent informational meetings to discuss RFEP criteria. This will provide teachers, paraprofessionals, and parents with updated information on the Reclassification criteria, along with strategies to use to differentiate teaching and learning strategies for the English Learners.

The following LEA-wide actions and services are principally directed toward meeting the needs of all unduplicated students. The implementation of these actions is aligned with the research referenced above.

While the following actions and services are principally directed toward unduplicated students, we understand that the processes, protocols, resources and supports will enhance the educational experience for all students, therefore we believe the following actions and services are the most effective use of funds in meeting the differentiated needs of our unduplicated students.

Goal 1 Action 9 & Goal 3 Action 8 - Review After School Programs to determine whether more tutorial support is needed and collaborate with SSC at each site to determine after school tutoring needs in ELA, math, and Social Emotional support & review data of the After School program with bilingual paraprofessional support to determine if the program should be expanded.

By reviewing the quality of our afterschool program we are able to evaluate gaps in services that are surfaced by analyzing student achievement data. Additionally, research demonstrates that providing opportunities for students to engage in extra-curricular activities can benefit academic performance especially for at-risk students, in addition to connecting students with after-school program tutoring, it provides a safe and quiet space for studying and increases opportunities for students who may be disenfranchised from participation in extra and co-curricular activities to more authentically engage with staff and other students building a healthier connection with the school community.

Goal 2 Action 4 - Continue to provide mathematics intervention and tutoring as needed. Through the examination of our SBAC data and interim progress monitoring assessments, there is a continued need to attend to the persistent achievement gap for our unduplicated student groups in the areas of Mathematics, this will be accomplished through providing additional tiered supports for students to address knowledge gaps and provide additional opportunities to scaffold and differentiate learning experiences.
Goal 3 Action 9- Provide training supports for the Integrated ELD standards in all other Core academic subjects. The instructional strategies and structures that our teaching staff will learn while directed towards increasing opportunities for academic success for English Learner students have been proven through research (aligned with ELA/ELD Framework) to increase access to the content for other student groups.

All of the targeted actions and LEA-wide actions are the result of reviewing the results of student achievement data, reviewing themes from stakeholder engagement sessions, as well as engaging with students to determine what their needs are. We believe that the actions and services listed above are the most effective funds in meeting the needs of our unduplicated students. Additionally, the actions and services meet/exceed the Minimum Proportionality percentage for Increasing or Improving Services for the unduplicated students of the Bonsall Unified School District.

LCAP Year: 2017-18

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
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</thead>
<tbody>
<tr>
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).
The district currently has a total 37.04% proportion of EL and FRLP students compared to the total number of students. This concentration of EL and FRLP students allows the district to receive only the Supplemental Grant Funds and is below the threshold of 55 percent for Concentration Grant Funds. The district began implementing strategies, principally directed towards unduplicated students groups, to support its concentration of lower income, English learner and foster youth student during the 2013-14 school year, continuing to implement actions during the 2014-15, 2015-16, and 2016-17 school years, and has included the expenditure plan related to actions already implemented and that will continue throughout the future years.

2017-18: $955,393 – The district is projecting a similar percentage of EL and Low Income Students 37.04% in FY 2017-18 as it experienced in FY 2016-17. Through review of past data and evidence of past practices, along with stakeholder input these actions and services are the most effective use of funds in meeting the goals and outcomes. In addition, the district will pilot new ELA/ELD curriculum, along with instructional software programs district-wide to match the district’s strategic plan of strengthening English language arts, and mathematics skills in students as recent research shows math proficiency being the most important indicator of a student’s future success in school. ELA/ELD and math digital instructional materials (OER) will be piloted this year at Bonsall Elementary School and Bonsall West Elementary School at an additional cost of approx. $10,000. The additional EL Rotation Teacher position will continue at Bonsall Elementary, our largest elementary school (Goal 3 Action 15). Providing more access to the technology is estimated to be $30,000. Also, there will be continued implementation of the i-Ready diagnostics math and reading training, which will focus on student academic growth and the implementation of professional development with the focus on ELD standards (Goal 2 Action 19), along with Designated and Integrated ELD training during the 2017-18 school year. The cost of the professional development vendor and certificated salaries/substitute costs will be approximately $30,000.

The district’s percentage of pupils in the state priority areas will be well below the 55% threshold and will receive only Supplemental Grant funding, and not receive any Concentration Grant funding. Due to a projected LCFF Target Gap Funding percentage of 44.97%, the district is projecting an increase in the amount of funds it will receive via the Supplemental Grant above last year’s levels. The anticipated funding from Supplemental LCFF is $955,393. (See attached Minimum Proportionality Percentage (MPP) Chart) The district will continue spending on the LCAP initiatives implemented in FY 2017-18. Research based programs and an understanding of the most effective planned use of funds to serve the unduplicated students is the focus of the LCAP. The continuing services provided from the previous year will include: Continuing to offer after school programs with support of bilingual paraprofessionals (Goal 3 Action 8), along with professional development time to review data regarding retention of math using real life learning opportunities in the before, during, and after school programs (Goal 2 Action 6), maintaining the additional staff support for EL students and additional ELD rotation classes (Goal 3 Action 15), counseling and psychologist time, and ELD -Designated and Integrated -professional development (Goal 3 Action 10). The Bilingual Paraprofessional positions will continue to focus specifically on the targeted students and provide assistance to English learner students as well as low income students with an estimated cost of $250,000 Goals 2 and 3 Actions 11 and 12). In addition to the Bilingual Paraprofessional support, continuing with the additional EL teacher and continued supports for the EL teacher to monitor the EL data and assessments to ensure growth of EL students and reclassification of eligible students at an approximate cost of $77,000. Assistance in ELA and Math to increase EL students Reclassifying will continue to be the primary focus of the additional support to the students. The district is also implementing Multiple Tier Support Services Plans, along with programs fostering a safe and welcoming environment for state priority area students. The
estimated cost of implementing this program is approx. $15,000. Professional Development in the areas of ELA/ELD/Math will continue to be utilized with Supplemental LCAP funding. The projected cost of the Professional Development is approximately $145,000. The MyOn reading program will be discontinued for our designated subgroups utilizing the Supplemental LCAP funding.

The proportional increase of funding for unduplicated low income pupils, foster youth, and English learners is 5.31%. Increased services provided for these student groups will be in the areas of student support and intervention where a support structure will be implemented to address the instructional needs of individual students. Actions, support and services will be implemented to fill academic and social/emotional gaps. English Learner services will be increased to disaggregate instruction by language learning levels and provide bilingual paraprofessionals that can assist in direct classroom support for language learning. Reclassified students will be monitored and those identified as low performing will receive intervention support that meets their needs as they work to meet the rigor of the new common core standards. The unduplicated students Bonsall Unified School District received Increased services by having additional push-in supports for our subgroups has provided more supports to our targeted subgroups. In addition, administrators are working closely on their master schedules and class assignments, so RSP assignments are intentional in providing additional support for the students in our subgroups.
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
For questions related to specific sections of the template, please see instructions below:

**Instructions: Linked Table of Contents**

**Plan Summary**

**Annual Update**

**Stakeholder Engagement**

**Goals, Actions, and Services**

**Planned Actions/Services**

**Demonstration of Increased or Improved Services for Unduplicated Students**

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE’s Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

**Plan Summary**

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

**Comprehensive Support and Improvement**

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year’s approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires
charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.
Goal
State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities
List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes
For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services
For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”.

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

**Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.
If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are *principally directed to* and *effective in* meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are *principally directed to* and *effective in* meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are *the most effective use of the funds to* meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.
For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

**Priority 1: Basic Services** addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;
**Priority 6: School Climate** as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
   (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
      (A) enrolled less than 31 days
      (B) enrolled at least 31 days but did not attend at least one day
      (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
         (i) are enrolled in a Non-Public School
         (ii) receive instruction through a home or hospital instructional setting
         (iii) are attending a community college full-time.
   (2) The number of students who meet the enrollment requirements.
   (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:
   (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
   (2) The total number of cohort members.
   (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:
   (1) For a 4-Year Cohort Graduation Rate:
      (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
      (B) The total number of students in the cohort.
      (C) Divide (1) by (2).
   (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
      (A) The number of students who either graduated as grade 11 students or who earned any of the following:
         (i) a regular high school diploma
         (ii) a High School Equivalency Certificate
         (iii) an adult education diploma
         (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
      (B) The number of students in the DASS graduation cohort.
      (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
   (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:
   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

Prepared by the California Department of Education, January 2019
## LCAP Expenditure Summary

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* Totals based on expenditure amounts in goal and annual update sections.
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* Totals based on expenditure amounts in goal and annual update sections.
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### Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source

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