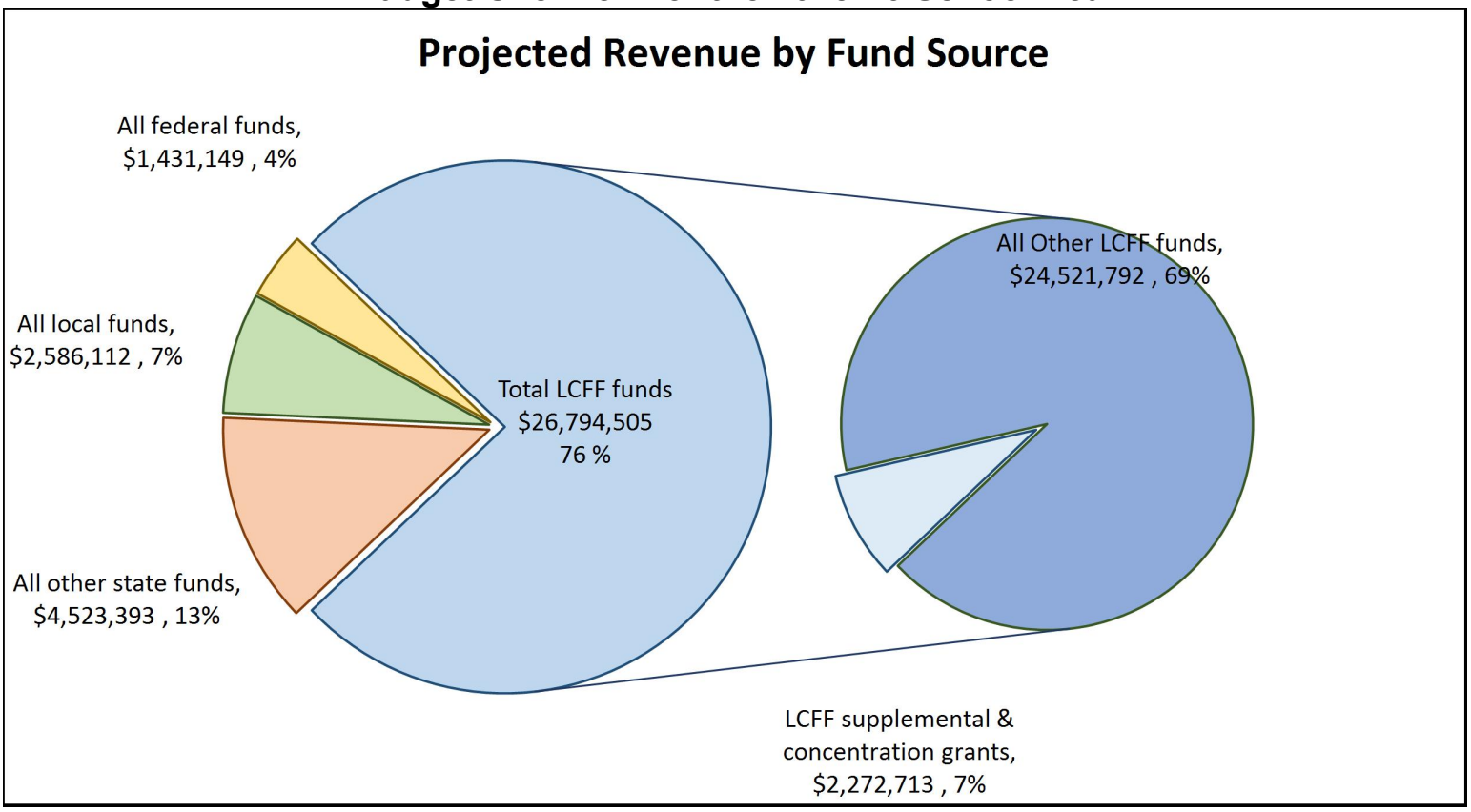
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonsall Unified School District
CDS Code: 37768510000000
School Year: 2025-26
LEA contact information:
Heather Golly
Superintendent
heather.Golly@bonsallusd.com
760-631-5200

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

Budget Overview for the 2025-26 School Year

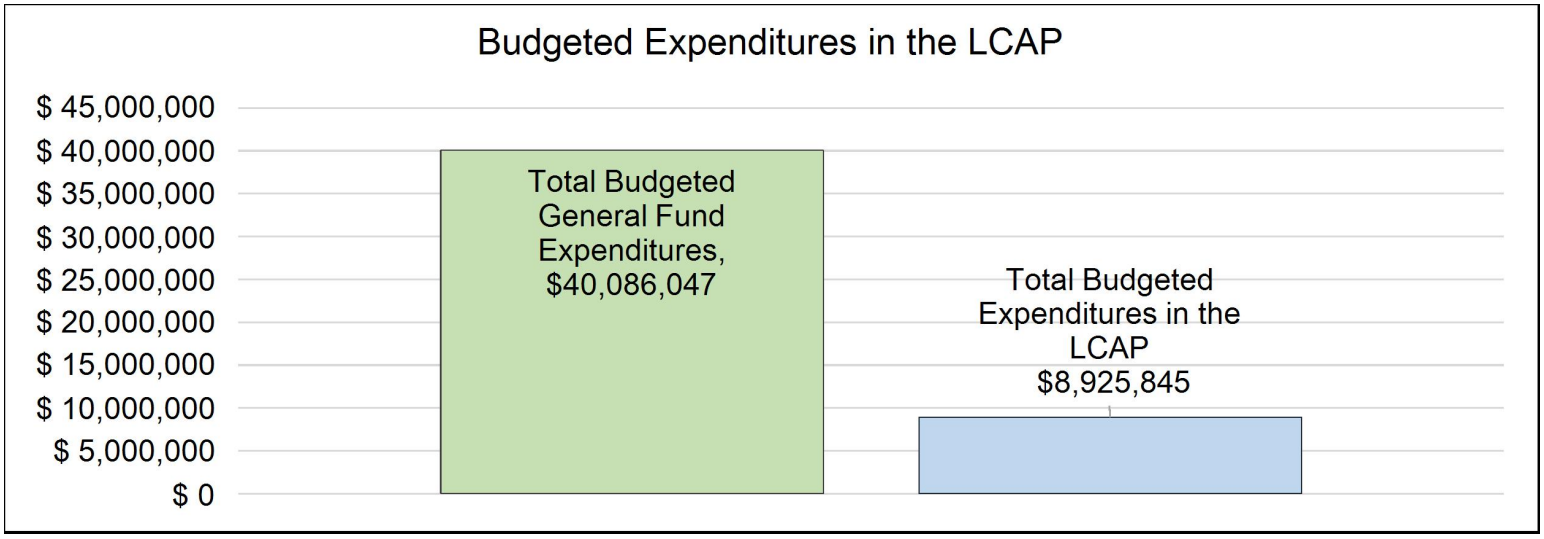


This chart shows the total general purpose revenue Bonsall Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bonsall Unified School District is $35,335,159, of which $26,794,505 is Local Control Funding Formula (LCFF), $4,523,393 is other state funds, $2,586,112 is local funds, and $1,431,149 is federal funds. Of the $26,794,505 in LCFF Funds, $2,272,713 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bonsall Unified School District plans to spend $40,086,047 for the 2025-26 school year. Of that amount, $8,925,845 is tied to actions/services in the LCAP and $31,160,202 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

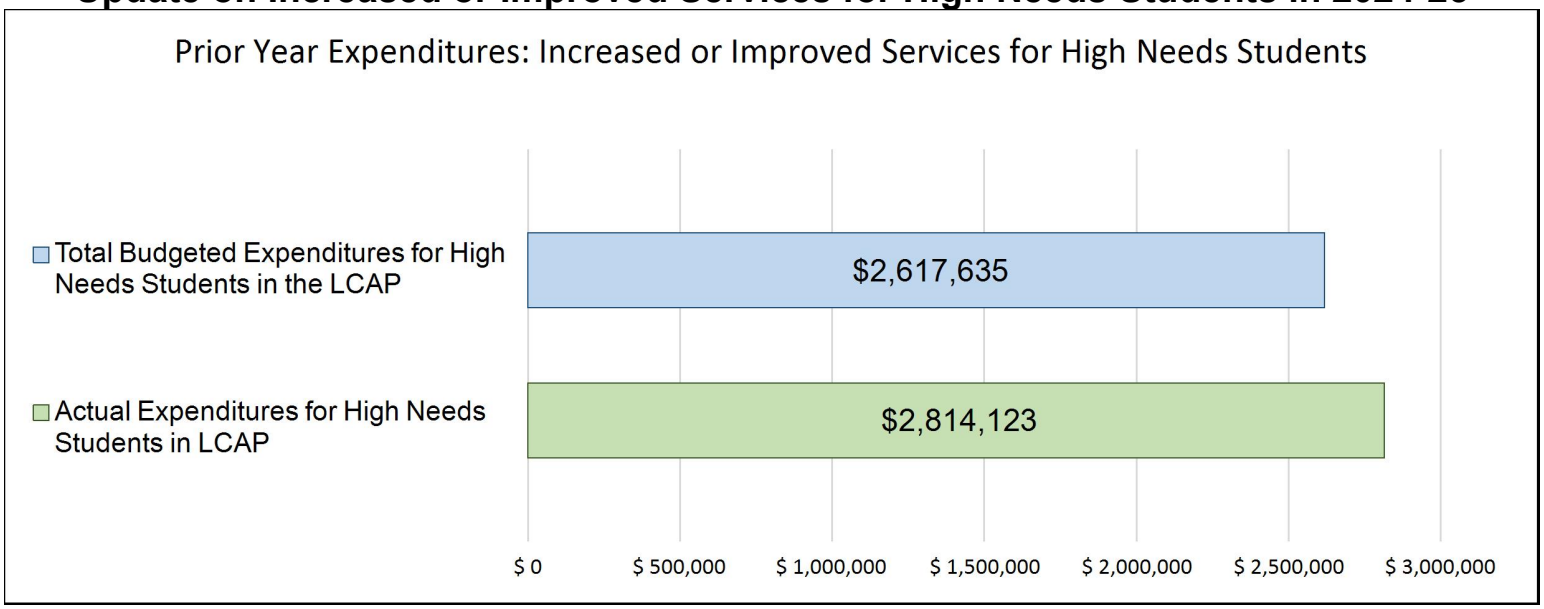
Special Education expenditures, Capital expenditures, Contributions to other funds. Only small portion of the teacher salaries is included in the LCAP. Salaries & Benefits for employees and Administration.

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

In 2025-26, Bonsall Unified School District is projecting it will receive $2,272,713 based on the enrollment of foster youth, English learner, and low-income students. Bonsall Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bonsall Unified School District plans to spend $3,234,863 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Bonsall Unified School District's LCAP budgeted $2,617,635 for planned actions to increase or improve services for high needs students. Bonsall Unified School District actually spent $2,814,123 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bonsall Unified School District	Heather Golly Superintendent	heather.golly@bonsallusd.com 760-631-5200

Plan Summary [2025-26]

General Information

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

BONSALL UNIFIED SCHOOL DISTRICT FRAMEWORK FOR THE FUTURE

VISION: All students in Bonsall Unified School District engage in rigorous and relevant learning experiences that inspire them to be productive community members and future-ready, lifelong learners.

MISSION: We empower every student to thrive in a positive, safe, and supportive environment through high-quality education focused on the whole learner.

VALUES:
Service: We act with integrity while supporting our community with pride and compassion
Innovation: We push boundaries and creatively improve what is possible by challenging fixed mindsets
Collaboration: We leverage the collective expertise, perspectives, and strengths of our community to provide a comprehensive and equitable education for all students
Integrity: We respectfully follow through on our commitments to foster trust.

LEARNER PROFILE OUTCOMES:
Our Learner Profile Outcomes include: Resilient Learner, Empathetic Collaborator, Engaged Community Member, Effective Communicator, Critical Thinker, and Problem Solver.

Our Board Goals:

1. ENABLING CONDITIONS: Ensure resource stewardship provides for a safe, secure, and dynamic environment where all learners belong and thrive.

2. ENGAGEMENT: Foster a collaborative, trusting, and equitable culture among students, families, and all educational partners through intentional engagement that is creative and meaningful.

3. LEARNER OUTCOMES: Bonsall Unified will create high-quality, customized learning and assessment methods that will result in increased academic success and future readiness for every student.

Over the past three years, the Bonsall Unified School District Design Team, a cross-functional team of educators and community members, has co-constructed our Framework for the Future, which will serve as our system's North Star. Through collaboration with students, parents, educators, support staff, and administrators, our Design Team has developed a framework that defines our Vision, Mission, Core Values, Learner Profile, and Learning Model.

The Learner Profile that we have co-constructed is a description of our whole-learner outcomes. The Learner Profile defines skills and dispositions we expect learners to develop and command, as well as educator competencies that are needed to design learning experiences that support learners on their academic journey. Our Learning Model shapes the path for the learning experiences needed to achieve whole-learner outcomes. The Learning Model guides educators to support students in developing and demonstrating the Learner Profile outcomes and serves as a framework for pedagogical change.

As we begin to implement the Framework for the Future, it is serving as a guide for decision-making and prioritization, and will be an important communication tool to show where we are headed as a unified district. This collectively developed Framework for the Future provides the foundation for the goals, metrics, and actions in the BUSD LCAP.

PROFILE OF THE DISTRICT

The Bonsall Unified School District (BUSD) is in the unincorporated area of the County of San Diego. In 2023, the population of Bonsall was 4,308 (https://datacommons.org/place/geoId/0607498?utm_medium=explore&mprop=count&popt=Person&hl=en). For more than a century, BUSD has served the unincorporated communities of Bonsall and Fallbrook. There are five schools within the BUSD boundaries, serving 2,281 students in grades TK-12. The BUSD schools are:

Elementary Schools:

- Bonsall Elementary School, Enrollment 949

- Bonsall West Elementary School, Enrollment 383

Middle School:

• Sullivan Middle School, Enrollment 529

High School:

• Bonsall High School, Enrollment 349

Bonsall Unified also approves the charter of Vivian Banks Charter School (VBCS), which is a school located on the Pala Band of Mission Indians Reservation. VBCS has 71 students, and as a separate LEA, VBCS completes its own Local Control Accountability Plan. Enrollment and demographic data for VBCS are included in this plan summary for informational purposes; however, goals, metrics, and actions for VBCS are shared in the VBCS LCAP.

The BUSD demographic profile consists of 39% White, 40% Hispanic, 5% American Indian, 4% Asian, 1% African American, .39% Pacific Islanders, and Multi-Race 9%. Our socio-economically disadvantaged (50%), English Learners (9%), and Special Education (19%) subgroups are provided additional services targeted towards supporting them to reach their highest academic potential.

The following are the BUSD percentages of the three “high needs” student groups:
• English Learners (8.8%)
• Foster Youth (0.6%)
• Socioeconomically Disadvantaged (50.1%)

The “unduplicated count” of students is those who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. “Unduplicated count” means that each student is counted only once, even if the student meets more than one of these criteria (EC sections 2574(b)(2) and 42238.02(b)(1)). The BUSD unduplicated count percentage is 51.5% (1,075 students).

The following are distinctions that refine the composition of the district’s students
• Reclassified Fluent English (8.3%)
• Homeless (5.3%)
• Students with Disabilities (18.9%)

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

and to meet the social-emotional needs of the students.

BUSD is proud of the student achievement and the strong relationships between staff and students that the 2024-25 school year produced. The collective efforts and collaboration of our students, teachers, administration, classified staff, parents, and community members have been incredible this year. In addition, we are proud of the work we have dedicated this year to the development of our BUSD Framework for the Future, including revised mission, vision, and values, and for our efforts to continue to support social/emotional learning, which creates a strong foundation for learning. Our focus has been on building relationships and connections to support our students' academic and social/emotional success. Social-emotional learning will foster a safe, supportive, and equitable environment that grounds students. It can also create the conditions for students to access academic learning in the physical classroom. BUSD parents and guardians are invaluable partners and are essential to the health and success of the students and their schools. Accordingly, the district prioritizes fostering and developing parent-support programs that reinforce communication, enrichment, and outreach efforts. These programs will help parents and guardians become strong education advocates and remain well-informed about all educational opportunities for their students.

*Note: Please reference this addendum for indicator abbreviations, student group abbreviations, and LCAP Required Action Dashboard Tracker: https://bit.ly/3UKD1u3

Reflections: Annual Performance

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

2023 CA Dashboard and Local Data Review:
Our district is making positive strides across multiple indicators of student achievement and school climate. All students have access to standards-aligned instructional materials, and our facilities are well-maintained to provide safe, supportive learning environments. Overallcourse pass rates at our secondary schools increased in both ELA and math in several grade levels this past year. Several other key data points highlight our areas of progress. We maintained a 0% expulsion rate districtwide, demonstrating a commitment to restorative practices. Parent engagement initiatives have been successful, with increased participation from families of unduplicated students and those with exceptional needs through councils like DELAC, NLAC, SSC, and ELAC. Chronic absenteeism rates decreased from 21.2% to 19.2%, and mid-year attendance increased to 94.72%. Overall suspension rates in the district dropped from 2.3% to 1.7%. Our English learner reclassification rate showed impressive growth, increasing from 9% to 22%. While SBAC scores are not yet at pre-pandemic levels, we outperformed the state in both ELA ("yellow" range) and math ("orange" range). Elementary students using iReady also demonstrated growth from fall to winter assessments. These bright spots reflect the collective efforts of our students, families, teachers, and staff. We will build upon this momentum to drive further improvement and success for all learners.

While our district is making progress in several key areas, the data also reveals opportunities for improvement across multiple metrics. Despite outperforming the state overall on the ELA and math assessments, we have several student groups scoring in the "orange" and "red" ranges, indicating a need for more intensive, differentiated instruction. CA Dashboard data indicates continuing disparities in Math performance, especially for our Bonsall High students and our American Indian students, and students with disabilities districtwide, who received a "red" (lowest) performance level. Sullivan Middle School English Learners and students with disabilities also received a "red"

(lowest) performance level. In addition, students with disabilities also received a "red" (lowest) performance level for ELA in the district. These achievement gaps must be prioritized and addressed through targeted interventions and supports. Actions 3.2 and 3.3 are specifically designed to address these needs.

Chronic absenteeism data shows a "red" (lowest) performance level for all socio-economically disadvantaged students and White students at Bonsall Elementary and for socio-economically disadvantaged students, both at Bonsall West Elementary and in Bonsall Unified School District 2024-25 Local Control and Accountability Plan for Bonsall Unified School District Page 5 of 120 District. Excessive absence rates are concerning as they often signal student disengagement and a lack of awareness about how attendance impacts overall academic performance. Such chronic absenteeism warrants proactive, targeted interventions to reengage these vulnerable
student groups and underscore the importance of consistent school attendance for success. BUSD intends to continue and improve several actions aimed at increasing attendance across the district. Action 2.4 details specific steps school site attendance teams will take this year to improve chronic absenteeism and attendance overall.

At the secondary level, we have seen varied and inconsistent pass rates in ELA and math across grades 6-12. This lack of continuity in core academic performance is an area requiring attention. Our A-G course completion rate for college eligibility has remained stagnant at 38%, highlighting the importance of increasing access and success in rigorous coursework. In addition, our high school graduation rate decreased from 86.3% to 70.5%, while the dropout rate increased from 14% to 23%. For all three LCAP goals, BUSD has defined actions that will improve these metrics, specifically Actions 1.6, 2.9, and 3.13, which focus on Early College, Future Readiness, and High School Graduation Support.

Though our English learner progress rate of 55.3% exceeds the state, this still represents a decline that we want to address. English Learners at Bonsall Elementary received a "red" (lowest) performance indicator for the English Learner Progress Indicator. We anticipate improvements based on our planned actions, especially in Action 3.10.
These data points indicate areas in need of increased attention and support. By identifying these areas of challenge, we can strategically enhance curriculum, instruction, interventions, and student supports to uplift every learner.

2024 CA Dashboard and Local Data Review:
Our district is making positive strides across multiple indicators of student achievement and school climate. All students have access to standards-aligned instructional materials, and our facilities are well-maintained to provide safe, supportive learning environments. Overall course pass rates at our secondary schools increased in both ELA and math in several grade levels this past year. Several other key data points highlight our areas of progress. We maintained a 0% expulsion rate districtwide, demonstrating a commitment to restorative practices. Parent engagement initiatives have been successful, with increased participation from families of unduplicated students and those with exceptional needs through councils like DELAC, NLAC, SSC, and ELAC. Chronic absenteeism rates decreased from 19.2% to 12.5%, and mid-year attendance increased to 13%. Overall suspension rates in the district maintained the rate from 1.7% to 2%. Our English learner reclassification rate decreased from 22% to 14.3%. While SBAC scores are not yet at pre-pandemic levels, we outperformed the state in both ELA ("yellow" range) and math ("orange" range). Elementary students using iReady also demonstrated growth from fall to winter assessments. These bright spots reflect the collective efforts of our students, families, teachers, and staff. We will build upon this momentum to drive further improvement and success for all learners.

While our district is making progress in several key areas, the data also reveals opportunities for improvement across multiple metrics. Despite outperforming the state overall on the ELA and math assessments, we have several student groups scoring in the "red" ranges, indicating a need for more intensive, differentiated instruction. CA Dashboard 2024 data indicates continuing disparities in Math performance, especially for all Bonsall High students, our socioeconomically disadvantaged students, and our Hispanic students. Hispanic student group also received a "red" (lowest) performance level in ELA at Bonsall High. Sullivan Middle School Long-term English Learners scored in the "red" (lowest) performance level in ELA and math, and Students with Disabilities received a "red" (lowest) performance level in ELA. At Bonsall Elementary, English learners and Students with Disabilities received a "red" (lowest) performance level in ELA. In addition, students with disabilities, Long-Term English Learners, and American Indian students also received a "red" (lowest) performance level for ELA districtwide, and Students with Disabilities and Long-term English learners districtwide received a "red" (lowest) performance level in math. These achievement gaps must be prioritized and addressed through targeted interventions and supports. Actions 3.2 and 3.3 are specifically designed to address these needs.

The 2024 California School Dashboard indicates that the American Indian student group in our district received a "red" performance level for suspension rate, indicating a very high increase of 6%. This outcome is deeply concerning and signals an urgent need to examine and address the systemic, cultural, and operational factors contributing to this disparity. This trend calls for intentional efforts to create a more inclusive, supportive, and restorative school environment. It also highlights the importance of building stronger relationships with students and families in the American Indian community, ensuring that their voices are heard and their needs are reflected in our district policies and practices. A root cause analysis was conducted to better understand the behaviors leading to suspensions and assess whether alternative interventions, such as restorative practices, culturally responsive support, and trauma-informed care, are being used consistently and effectively. We must also strengthen our partnerships with tribal communities and leverage the insights of the Native Learner Advisory Committee to co-develop solutions that are culturally relevant and respectful. (Goal 2, Action 2.10, 2.11)

At the secondary level, we have seen varied and inconsistent pass rates in ELA and math across grades 6-12. This lack of continuity in core academic performance is an area requiring attention. Our A-G course completion rate for college eligibility has remained stagnant at 38.9%, highlighting the importance of continuing our efforts to increase access and success in rigorous coursework. Our high school graduation rate improved significantly, rising from 70.5% to 85.5%, while the dropout rate declined from 23% to 14.5% during the same period. For all three LCAP goals, BUSD has defined actions that will continue to improve these metrics, specifically Actions 1.6, 2.9, and 3.13, which focus on Early College, Future Readiness, and High School Graduation Support.

Although our English Learner progress rate of 50.3% is higher than the state average, it reflects a 5% decline from the previous year, which we aim to improve. English Learners showed a 5% decrease, and Long-Term English Learners experienced a 17.4% decrease in progress. As a result, both student groups received an "orange" performance level on the English Learner Progress Indicator at the district level. We anticipate improvements based on our planned actions, especially in Action 3.10.

These data points indicate areas in need of increased attention and support. By identifying these areas of challenge, we can strategically enhance curriculum, instruction, interventions, professional development, and student supports to uplift every learner.

LREBG funds have been expended for the 2025-26 school year.

Reflections: Technical Assistance

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

In alignment with Education Code (EC) sections 47607.3, 52071, 52071.5, 52072, and 52072.5, Bonsall Unified School District (BUSD) qualified for Differentiated Assistance (DA) in the 2024 California School Dashboard based on the performance of the American Indian student group in two priority areas:

Priority 4: Pupil Achievement – English Language Arts (State Indicator)
Priority 6: School Climate– Suspension Rate (State Indicator)

Summary of Work Underway
BUSD has engaged in a comprehensive and collaborative technical assistance process with SDCOE to improve outcomes for American Indian students. This includes attending all required sessions, engaging in root cause and data analysis processes, and aligning improvement work with LCAP goals.

January – Orientation
BUSD DA lead attended the DA Orientation session to learn about the year's technical assistance expectations and process.

February – Kickoff
The district team participated in the DA Kickoff.
The team began evaluating key performance data, particularly ELA achievement and suspension rates for American Indian students.

February–March – Data Analysis
The team brainstormed data points to be collected and analyzed, which included:
* CAASPP results in ELA and Math
* Suspension rates
* Chronic absenteeism
* Internal data from STAR, iReady, Aeries
* Developed a detailed spreadsheet for all 112 American Indian students, including demographic and programmatic information.
* To collaborate with the Native Learner Advisory Committee (NLAC) and Native Learner Outcomes group to share and analyze data.
* Explore new tools (Kelvin Education, PARSEC Analytics) for better monitoring and stakeholder engagement.
* Planning site-level activities like "Shadow a Student" and learning walks.

March–April – Root Cause Analysis
* Conducted a formal root cause analysis using various tools (e.g., force field analysis, Five Whys).
* Reviewed ELA data specifically at Sullivan Middle School to compare SBAC scores.
* Reviewed Suspension data specifically at Sullivan Middle and Bonsall High School to compare suspension data over three years.
* Root Cause (in development): There is a lack of consistent, culturally responsive instruction and limited engagement strategies tailored to the learning styles and needs of American Indian students.

* Improvement Goal: Increase culturally relevant teaching strategies and student engagement for American Indian learners through professional development and increased school-home connections.

April – Improvement Affinity Meeting
* BUSD Team attended the DA Improvement Affinity session.
* Focused on connecting ELA performance data to actionable instructional practices.
* Refined the improvement strategy in alignment with site-level input.

April–June – Action Planning and LCAP Alignment
* Developed an action plan targeting professional learning, family engagement, and progress monitoring.
* Aligned this work with 2025–26 LCAP goals and actions:

* Goal 2: Increase academic achievement for all students and improve school climate and student engagement
* Goal 3: Strengthen support for underperforming student groups

Summer 2025 (Planned)
* Continue with team planning and improvement implementation.
* Introduce newly onboarded staff to the DA work and student performance goals.

September–November – Implementation and Monitoring
* Participate in Improvement Affinity Groups.
* Track progress on strategies related to DA focus areas (ELA, suspension).
* Plan for November data session and review of new 2025 Dashboard results.

Outcomes and Continuous Improvement

BUSD is committed to a cycle of continuous improvement and has taken intentional steps to ensure data transparency, stakeholder involvement, and targeted support. Through monthly coaching sessions with SDCOE and participation in collaborative improvement activities, the district is building systems capacity to better support American Indian students and close performance gaps.

Key next steps include:
* Finalizing the root cause statement and change ideas
* Continuing data tracking through dashboards and stakeholder feedback
* Preparing for implementation in the 2025–26 school year based on year-end reflections and Dashboard data

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in BUSD have been identified as CSI.

Support for Identified Schools

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

No schools in BUSD have been identified as CSI.

Monitoring and Evaluating Effectiveness

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

No schools in BUSD have been identified as CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Meaningfully engaging our teachers in developing our Framework for the Future and LCAP is a high priority for Bonsall Unified School District. We believe that our teachers play a vital role in supporting district goals set regarding engagement, conditions of learning, and pupil outcomes. Teachers are the ones who implement instructional strategies and interact with students daily. They offer invaluable insights into effective approaches for fostering an engaging learning environment. Additionally, their perspectives on resource allocation and site needs are essential to creating optimal conditions where all students can thrive. By including teacher voices in the LCAP process, we can develop more realistic, impactful goals and actions aligned with classroom realities. Opportunities for Teacher Engagement in the Development of the LCAP: 1. All teachers were invited to complete an LCAP survey to give feedback on what is working well concerning our goals and where we need to improve. 2. Teachers at each school site participated in a site staff meeting to review the goals and offer feedback on our Framework for the Future, Learner Profile, and needs

Educational Partner(s)	Process for Engagement
	3. Teachers were invited to LCAP Forums held at each school site in March 2025. 4. Site School Site Council Meetings (composed of administrators, teachers, parents, and school staff) offered feedback on what they would like to see continued and what they perceived to be the needs for our students and district. This feedback was shared by Principals at our Leadership Meetings during the development of our LCAP. 5. Teachers and school/district staff participated in staff development on 8/12/24, 8/13/24, and 1/6/25, during which they provided feedback on the Framework for the Future and district goals/actions. 6. Teacher leaders participate in site Instructional Leadership Meetings throughout the year. Principals shared information about the Framework for the Future and district goals/actions and elicited feedback from these groups to share with district leadership at our twice-monthly Leadership Meeting. 7. Teacher representatives from our school sites participated in BUSD Equity Team meetings. Action plans developed in these meetings shaped goals and actions in the BUSD LCAP.
Principals and Administrators	Engaging principals in the development of our district's LCAP is extremely important because principals are the instructional leaders at each school site. As the leaders on campus, principals play a key role in cultivating an engaging environment that promotes student learning and achievement. They ensure school facilities and resources create positive conditions where all students feel safe, supported, and able to thrive academically. By providing input into the LCAP process, principals help shape goals and strategies that can be successfully implemented to improve student outcomes across the district. District administrators are also crucial contributors, offering system-wide perspectives to coherently align the LCAP with the overarching vision and initiatives to drive student success.

Educational Partner(s)	Process for Engagement
	Opportunities for Principal and Administrator Engagement in the Development of the LCAP: 1. Principals and Administrators participated in staff development on 8/12/24, 8/13/24, and 1/6/25, during which they provided feedback on the Framework for the Future, Learner Profile, and district goals/actions. 2. Principals were invited to complete an LCAP survey to give feedback on what is working well concerning our goals and where we need to improve. 3. Principals lead site Instructional Leadership Meetings throughout the year. At these meetings, Principals shared information about the Framework for the Future and district goals/actions and elicited feedback from these groups to share with district leadership at our twice-monthly Leadership Meeting. 4. Principals and Administrators participate in twice-monthly Leadership Meetings. During Semester Two of 24-25, each meeting involved discussion of feedback, drafting of the Framework for the Future, and development of goals and actions for the LCAP. 5. Principals help lead and are active participants in their Site School Site Council Meetings (composed of administrators, teachers, parents, and school staff). SSC members offered feedback on what they would like to see continued and what they perceived to be the needs for our students and district. This feedback was shared by Principals at our Leadership Meetings during the development of the LCAP. 6. Principals at each school site led a site staff meeting to review the goals and offer feedback on our Framework for the Future, goals, and needs. 7. Principals and Administrators are active participants in our English Learner Advisory Committee meetings (ELAC), Native Learner Advisory Committee meetings (NLAC), and BUSD Equity Team

Educational Partner(s)	Process for Engagement
	meetings. Action plans and feedback from these groups helped shape the goals and actions in our BUSD LCAP.
Other School Personnel	We believe it is important to meaningfully engage all school personnel, including classified staff such as campus supervisors, paraprofessionals, office staff, and custodians, in the development of a district's Local Control Accountability Plan (LCAP). These staff members interact directly with students daily and play crucial supportive roles that impact student engagement, the conditions for learning, and ultimately pupil outcomes. Their unique perspectives from across campus environments can provide invaluable insights to shape effective strategies for fostering a positive school climate and removing barriers to achievement. Engaging the voices of all school staff helps ensure the LCAP goals and actions are comprehensive and responsive to the needs of the entire learning community. Opportunities for Other School Personnel Engagement in the Development of the LCAP: 1. All school personnel and classified staff were invited to complete an LCAP survey to give feedback on what is working well concerning our goals and where we need to improve. 2. Other school personnel, such as classified staff members, participated in site staff meetings to review the goals and offer feedback on our Framework for the Future, goals, and needs. 3. All school personnel were invited to the LCAP Forums held at each school site in March 2025. 4. Site School Site Council Meetings (composed of administrators, teachers, parents, and school staff) offered feedback on what they would like to see continued and what they perceived to be the needs for our students and district. This feedback was shared by Principals at our Leadership Meetings during the development of our LCAP.

Educational Partner(s)	Process for Engagement
	5. Other school personnel, including classified staff members, participated in staff development on 8/12/24, 8/13/24, and 1/6/25, during which they provided feedback on the Framework for the Future and district goals/actions.
Local Bargaining Units	Collaborating with bargaining units fosters collective responsibility and ownership for success across the district. It is important to meaningfully engage with local bargaining units when developing our BUSD LCAP, as bargaining units represent the voices of teachers and classified staff who are instrumental in implementing the goals outlined in the LCAP. Their input helps ensure the goals regarding student engagement, positive learning environments, and improving student outcomes are realistic and supported by the staff carrying them out daily. Opportunities for Local Bargaining Units' Engagement in the Development of the LCAP: 1. The Bonsall Teachers Association is provided guaranteed contractual time the opportunity to review and discuss the LCAP goals and determine their input for the document within the negotiations process and on other occasions as they call for. 2. The California School Employees Association Bonsall #703 is provided guaranteed contractual time, the opportunity to review and discuss the LCAP goals and determine their input for the document within the negotiations process and on other occasions as they call for. Monthly, management and CSEA conduct a Labor Relations meeting.
Parents	When parents are partners in the LCAP process, they can reinforce the district's efforts at home and play an active role in improving student outcomes. Therefore, it is critically important to meaningfully engage parents in the development of our LCAP’s goals and actions. As a child's first teacher and biggest advocate, parents offer invaluable perspectives on how to create an engaging school environment that supports learning. Their insights help shape goals

Educational Partner(s)	Process for Engagement
	and actions to cultivate positive conditions where every student feels safe, welcomed, and able to thrive academically and socially. Opportunities for Parent Engagement in the Development of the LCAP: 1. All parents were invited to complete an LCAP survey to give feedback on what is working well concerning our goals and where we need to improve. 2. Parents were invited to LCAP Forums held at each school site in March 2025. 3. Based on input from our BUSD Equity Team, we formed a Native Learner Advisory Committee (NLAC) this year. We held three NLAC meetings and solicited feedback at each one. The last NLAC meeting was focused on sharing current data on student outcomes and collecting feedback on our LCAP goals and actions. 4. Each school site has an active, functioning School Site Council in place. Site School Site Council Meetings (composed of administrators, teachers, parents, and school staff) offered feedback on what they would like to see continued and what they perceived to be the needs for our students and district. This feedback was shared by Principals at our Leadership Meetings during the development of our LCAP. 5. Parents are active participants and leaders in our English Learner Advisory Committee meetings (ELAC), District English Learner Advisory Committee (DELAC), Native Learner Advisory Committee meetings (NLAC), and BUSD Equity Team meetings. Action plans and feedback from these groups helped shape the goals and actions in our BUSD LCAP. 6. All sites have Parent Advisory Committees (PTA, PING, PTO) that provide site leadership with input on our goals and actions. Principals share feedback at our Leadership meetings during the development of our LCAP.

Educational Partner(s)	Process for Engagement
Students	BUSD prioritizes and seeks to amplify student voice as a key component of collaborative decision-making. To that end, it is essential to meaningfully engage students in the development of our LCAP. As the intended beneficiaries of the plan's goals and actions, students offer a critically important voice in identifying effective strategies for increasing engagement, fostering positive learning environments, and improving academic outcomes. Their first-hand experiences and perspectives are invaluable for shaping initiatives that truly resonate with student needs and remove barriers to achievement. When students play an active role in the LCAP process, they develop ownership over their education and become empowered partners in their success. Opportunities for Student Engagement in the Development of the LCAP: 1. All students were invited to complete an LCAP survey to give feedback on what is working well concerning our goals and where we need to improve. 2. Student Forums were held in April 2025 at Sullivan Middle School and Bonsall High School, during which students provided feedback on LCAP goals and actions. 3. Students were involved in the BUSD Design Team. The Design Team helped to revise our vision, mission, and values for the district and worked to clarify our Learner Profile and Learning Model. Design Team feedback informed the development of our district goals and actions, based on our Framework for the Future. Design Team Meetings were held 10 times in the last year and a half. 4. Students were invited to LCAP Forums held at each school site in March 2025.

Educational Partner(s)	Process for Engagement
SELPA NCCSE	Bonsall Unified School District actively engages with the North Coastal Consortium for Special Education (NCCSE), our regional SELPA, to ensure the needs of students with disabilities are prioritized and met. Feedback gathered through NCCSE governance meetings, program specialist input, and regional parent advisory forums has been instrumental in informing actions within our LCAP, particularly under Goals 1 and 2. Stakeholder feedback emphasized the importance of: 1. Inclusive academic and social-emotional support systems for students with disabilities, particularly in general education settings. 2. Increased access to professional development for both special education and general education teachers on evidence-based practices and inclusive strategies, including Universal Design for Learning (UDL). 3. Continued focus on improving post-secondary transition supports, including college and career readiness planning for students with IEPs. 4. Improved communication with families, especially during IEP development and implementation, to foster stronger family-school partnerships. 5. Ensuring equity in access to Tier 1 instruction and intervention systems, including MTSS, for students receiving special education services. As a result of this feedback, Bonsall USD is continuing to strengthen collaboration between general and special education staff, align interventions across all tiers of support, and offer targeted training aligned with inclusive practices and behavior supports. Input from NCCSE also reinforced the need to disaggregate academic and engagement data for students with disabilities in order to monitor progress and inform continuous improvement efforts. The district will continue to leverage feedback from SELPA partners, including family representatives, program specialists, and service providers, to refine LCAP actions aimed at improving outcomes for all students, particularly those with IEPs.

Educational Partner(s)	Process for Engagement

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

Our educational partners provided feedback on programs, actions, services, and expenditures in Bonsall Unified for each of our three goals:

GOAL #1- ENABLING CONDITIONS: Ensure resource stewardship provides for a safe, secure, and dynamic environment where all learners belong and thrive.
GOAL #2- ENGAGEMENT: Foster a collaborative, trusting, and equitable culture among students, families, and all educational partners through intentional engagement that is creative and meaningful.
GOAL #3- LEARNER OUTCOMES: Bonsall Unified will create high-quality, customized learning and assessment methods that will result in increased academic success and future readiness for every student.

LCAP SURVEY FEEDBACK

Through our LCAP surveys, we learned that there is support for continuing our current direction in some areas and improving in other areas.

GOAL #1 – ENABLING CONDITIONS
Ensure resource stewardship provides for a safe, secure, and dynamic environment where all learners belong and thrive.

Areas of Strength:

Many respondents agreed that campuses are “safe” and “well-maintained,” especially Sullivan Middle School. 66.0% of educational partners agreed.

Technology access is largely seen as adequate for learning. 76.4% of educational partners agreed.

Appreciation for facilities like the Farm and music programs. 55.6% of educational partners agreed.

Areas for growth:

Significant concerns were shared about outdated or inadequate facilities, especially the need to separate middle and high school campuses, repair bathrooms, and address aging infrastructure. 31.2% of educational partners agreed.

Parents, staff, and students mentioned the need for better campus security (e.g., gates left open, lack of supervision). 27.8% of educational partners agreed.

Requests for more mental health support, dedicated counseling time, and special education environments. 26.4% of educational partners agreed.

Multi-grade combos raised concerns over instructional quality and safety. 24.3% of educational partners agreed.

Many called for better maintenance of grounds and upgrades to classroom equipment. 29.2% of educational partners agreed.

GOAL #2 – ENGAGEMENT
Foster a collaborative, trusting, and equitable culture among students, families, and all educational partners through intentional engagement that is creative and meaningful.

Areas of Strength:

Families feel welcomed at most school sites. 69% of educational partners agreed.

Communication from sites like Sullivan was praised. 56% of educational partners agreed.

Community liaisons were recognized for strong engagement with families, especially those needing translation and support. 45% of educational partners agreed.

Students and families appreciate cultural celebrations and efforts to recognize student achievements. 42% of educational partners agreed.

Areas for growth:

Some families reported poor communication or difficulty accessing school staff. 38% of educational partners agreed.

Requests for more informal parent engagement opportunities (e.g., “Coffee with the Principal”). 26% of educational partners agreed.

Need for consistent and visible recognition of diverse cultures across all sites. 28% of educational partners agreed.

Concerns about responsiveness to families of students with disabilities or 504 plans. 29% of educational partners agreed.

Many called for expanded counseling and SEL support, especially proactive interventions, not just reactionary measures. 33% of educational partners agreed.

GOAL #3 – LEARNER OUTCOMES
Bonsall Unified will create high-quality, customized learning and assessment methods that will result in increased academic success and

future readiness for every student.

Areas of Strength:

Support for enrichment programs like STEAM, music, arts, CTE, and Early College. 63% of educational partners agreed.

High satisfaction with the care and dedication of teachers at several sites. 54% of educational partners agreed.

Appreciation for personalized support at sites like Sullivan and BHS for college readiness and leadership. 45% of educational partners agreed.

Areas for growth:

Multiple requests for more rigorous academic challenges and less reliance on worksheets, especially in elementary grades. 36% of educational partners agreed.

Concerns about a lack of academic support for struggling students (e.g., tutoring, intervention, differentiation). 34% of educational partners agreed.

Calls to increase program equity between schools—parents at Bonsall West specifically want the same programs as Bonsall Elementary. 29% of educational partners agreed.

High school families expressed desire for more rigor, variety of course offerings, and more consistent classroom management. 32% of educational partners agreed.

Suggestions included expanding GATE, offering more honors/AP courses, vocational programs, and fostering inclusive practices for neurodivergent and high-achieving students. 28% of educational partners agreed.

LCAP SURVEY QUALITATIVE FEEDBACK

In addition to this quantitative feedback, survey respondents answered open-ended questions and gave narrative feedback provided in our LCAP survey. The following are the main patterns and themes offered in this survey feedback regarding programs or services they would like to see continued or improved in BUSD:

1. Facility Improvements: Appreciation for efforts to repair aging facilities, clean grounds, and enhance security fencing. (Goal 1, Action 1.4)

2. Increased Communication: Experiencing more communication with parents about opportunities, cohesive messaging across the district, and promoting programs like sports. (Goal 2, Action 2.1, Action 2.5)

3. Committed and Aligned Staff: Gratitude for employing high-quality, dedicated personnel who create positive classroom environments. (Goal 1)

4. Community Outreach and Support: Seeing effective fundraising by the Foundation for programs like sports, maximizing community partnerships, and support. (Goal 2, Action 2.3)

5. Positive School Environment: Appreciation for staff cultivating a welcoming atmosphere for all students, initiatives like Lunch on Lawn to build connections, and efforts to instill student pride. (Goal 1 and Action 2.6)

6. Student Recognition and Involvement: Seeing positive recognition and initiatives for academics and participation, ASB and student leadership opportunities, student store, and reward systems. (Goal 1 and Goal 2)

7. Extracurricular Opportunities: Appreciation for extracurricular options like yearbook, cheer, ASB, and integration of middle and high school for program awareness. (Goal 2)

8. College Pathways and Partnerships: Excitement about the partnership with Palomar College and opportunities for dual enrollment and AP/certification courses, promoting paths for students to be competitive in college and career, and scholarship applications. (Goal 3, Action 3.13 and Action 1.6).

9. Supportive Faculty Relationships: Notice teachers making efforts to build caring relationships with students and effective communication. This aligns with all three goals, as positive relationships support a thriving environment (Goal #1), engagement (Goal #2), and learning outcomes (Goal #3). This is also supported by the emphasis on staff development (Action 3.4).

10. Motivating School Experience: Belief that competitions, celebrations to drive attendance, and a focus on ensuring students are excited about school are important. (Goal 2, Action 2.4)

11. Cultural Recognition and Voice: Recognized efforts in increasing visibility and pride for Native American students and English Learner students and in providing forums for students to share their voices. (Goal 2, Action 2.11, Action 2.2)

12. Personalized Learning Opportunities: Noted that symposium and advisory periods at secondary levels can allow for customized support, and that the small school size allows for more personalized teacher interactions. AP/Palomar courses also increase opportunities for customized pathways. (Goal 3)

What they thought could be improved:

1. Facilities and Infrastructure:
Upgraded classrooms, new campuses, better playgrounds, shaded areas, and improved safety infrastructure like cameras and fences. (Goal 1, Action 1.4, Action 1.10)

2. Special Education & Inclusion:
More training for staff, increased awareness and inclusion, better case management, and additional aides/support staff. (Goal 3, Action 3.10, Action 3.13)

3. Enrichment Opportunities:
Hire full-time music/art teachers. Provide consistent enrichment programs at all sites, including after-school offerings. (Goal 3, Action 3.12; Goal 2, Action 2.8)

4. Academic Rigor and Instruction:
More rigorous curriculum, especially in math and reading. Expanded intervention programs and personalized instruction. (Goal 3, Action 3.3. Action 3.4, Action 3.5)

5. Intervention & Student Support:
Implement effective tiered academic and behavioral interventions. Add more counselors, proactive SEL programs, and student check-ins. (Goal 2, Action 2.6, Action 2.9, Action 2.10)

6. Student Safety & Behavior:
Stronger supervision, better safety protocols, and PBIS strategies. Clear anti-bullying measures and follow-through. (Goal 1, Action 1.10; Goal 2, Action 2.6, Action 2.4)

7. Communication & Family Engagement:
More consistent communication (not just emails). More leadership presence and access for families. Continued investment in bilingual liaisons and community forums. (Goal 2, Action 2.1, Action 2.5)

8. Equity and Access:
Equitable access to programs, dual immersion options, and inclusive celebrations. Promote leadership opportunities for underrepresented student groups. (Goal 2, Action 2.3; Goal 3, Action 3.10)

LCAP FORUMS FEEDBACK

In our LCAP Forums, which involved educational partners including staff, parents, and students, participants reflected on each of the three LCAP goals and shared what they think is going well and what they would like to see improved.

What programs or services should the Bonsall USD continue, modify, or amplify?

1. Academic Support and Intervention:

- There was a strong emphasis on continuing and amplifying intervention programs and supports to help students with reading, writing, and basic math skills, especially for success in middle and high school. Administrators and parents/guardians highlighted the need for a true Response to Intervention (RTI) program and for addressing literacy gaps. (Goal 3, Action 3.2, Action 3.4, Action 3.5)

- Continuing need-based tutoring and providing more academic enrichment opportunities. (Goal 3, Action 3.2, Action 3.4, Action 3.5)

- The need for foundational math for low-performing students and remediation of skills was also mentioned. (Goal 3, Action 3.2, Action 3.4, Action 3.5)

- A focus on differentiated learning was emphasized as a significant need. (Goal 3, Action 3.2, Action 3.4, Action 3.5)

2. Enrichment Programs:

- STEAM (Science, Technology, Engineering, Arts, and Mathematics) programs were frequently cited for continuation and amplification across different school levels and respondent roles. Some specifically requested more STEAM and STREAM (adding Robotics) opportunities. (Goal 3, Action 3.12)

- Music programs were another very popular suggestion for continued support and growth at all grade levels. Specific elements, such as the guitar, were also noted. Some parents felt that music should be a regular part of the curriculum, not just reliant on volunteers. (Goal 2, Action 2.8)

- Arts programs in general, including visual arts, dance, and theater, were recommended for continued support and expansion. The potential addition of a drama/theater program was specifically mentioned. (Goal 3, Action 3.12)

- Athletics were suggested for continued support and expansion. Specific sports like lacrosse, soccer, baseball, and girls' sports were highlighted. The possibility of a football team was also raised. Some felt there should be more space for students without prior club sports experience. (Goal 2, Action 2.8)

- The Early College program was mentioned as a valuable opportunity to continue. (Goal 3, Action 3.6, Action 3.7; Goal 1, Action 1.5)

- CTE (Career Technical Education) programs were recommended for continuation and amplification. Specific areas like trades programs and medical clubs/programs were noted. (Goal 3, Action 3.6, Action 3.7; Goal 1, Action 1.5)

- Farm/agriculture programs were suggested for continued support and broader access to middle and high school students. (Goal 2, Action 2.11; Goal 3, Action 3.12)

- After-school enrichment programs were frequently mentioned as valuable and needing continuation or expansion. (Goal 2, Action 2.11; Goal 3, Action 3.12)

- Student clubs were recommended for continued support and amplification. (Goal 2, Action 2.2, Action 2.3)
- Foreign language classes, including Spanish bilingual immersion, were suggested for expansion. (Goal 3, Action 3.10, Action 3.12)
- Movement & Dance was specifically mentioned for continuation. (Goal 3, Action 3.12)
- Financial Literacy Courses at the middle school and high school level were proposed. (Goal 3, Action 3.12, Action 3.13)

3. Support Services:

- Counseling services for college/career planning and personal issues should continue and potentially be amplified. The need for more counselors and allowing them more time for individual and small group support was noted. (Goal 2, Action 2.6, 2.9; Goal 3, Action 3.13)
- Special Education programs and supports were noted as needing continued work, proper staffing, and resources. Specific needs included more support for 1:1 students, better support with modifying assignments for ELD and SPED students, and increased staffing in HR and SPED administration. (Goal 3, Action 3.10; Action 3.5)
- Support provided to English Learner (EL) students was an ongoing service that should continue, with a need for more support for educators as well. (Goal 3, 3.10; Goal 2, Action 2.1, Action 2.3)
- The role of the Community Liaison was highlighted as valuable and potentially needing amplification with more liaisons. (Goal 2, Action 2.1, Action 2.3, Action 2.5)
- Safe and flexible before and after-school programs were suggested for continuation. (Goal 2, Action 2.11)
- Support for students meeting individual needs should be amplified. (Goal 2, Action 2.6, Action 2.9, Action 2.10)
- Mental health and wellness teachings or resources for students were recommended. (Goal 2, Action 2.6, Action 2.9, Action 2.10)
- Bilingual services, especially in Special Education, were noted as important to continue and amplify. (Goal 2, Action 2.1)

4. Specific Programmatic Elements:

- PBIS (Positive Behavioral Interventions and Supports) strategies should be further implemented. Goal 2, Action 2.4, Action 2.6)
- Efforts to increase community involvement and outreach should be sustained and amplified. (Goal 2, Action 2.1, Action 2.3)

- Student voice and choice initiatives should continue. (Goal 2, Action 2.3)
- Collaboration between students and the board and recognition of students with great improvement should be continued. (Goal 2, Action 2.5)
- Parent input and brainstorming for community solutions and collaboration should be amplified. (Goal 2, Action 2.2, Action 2.3)

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

BUSD greatly values the extensive feedback provided by educational partners throughout the LCAP development process. All of the insightful perspectives and suggestions shared were carefully reviewed and thoughtfully incorporated into the actions outlined in the LCAP. The actions that correspond to specific feedback are indicated in parentheses above.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Bonsall Unified will ensure resource stewardship provides for a safe, secure, and dynamic environment where all learners belong and thrive.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Bonsall Unified School District recognizes that cultivating an environment where every student feels a sense of belonging and can dynamically grow is paramount to their success. Prudent stewardship of all resources is essential to foster safe, secure conditions conducive to thriving for all learners. When the district prioritizes developing rigorous, advanced coursework opportunities from elementary through high school, research shows students rise to meet heightened expectations. They become more engaged, work harder, have improved attendance and fewer disciplinary issues, and ultimately achieve higher graduation rates.

An analysis of our annual climate survey indicates that 63% of students feel a sense of belonging and positive climate at school. According to the CHKS survey, 63% of students feel a sense of safety at school. Per the CA Dashboard 2024 College and Career Indicator (CCI), 37.3% of high school students are Prepared, 16.9% are Approaching Prepared, and 45.8% are Not Prepared. Our Hispanic and homeless student groups demonstrated lower levels of performance on the College and Career Indicator, both receiving a medium performance level rating (Level 3 of 5, Yellow). Among Hispanic students (42 total), 26.2% were classified as prepared, reflecting a 10.1% increase from the previous assessment period. Similarly, homeless students (31 total) had 29% classified as prepared, showing a 12.4% increase. While both groups made progress, their overall preparedness levels remain below the desired benchmarks.

Providing equitable access to challenging curricula is particularly crucial for students who have historically been underrepresented in such opportunities. An environment where all students can push their academic boundaries instills a sense of belief in their abilities to meet elevated standards. This dynamic learning atmosphere empowers students to develop the skills necessary for college and career readiness upon graduating.

Ultimately, the diligent allocation of resources toward a safe, welcoming climate that nurtures the diverse needs of every student allows BUSD to uphold its commitment to enabling all learners to belong and thrive. Safe and welcoming environments position students for long-term success through access to rigorous coursework that expands their skills and mindsets.

Goal #1 actions and related metrics are intended to:

1. Ensure a positive climate and increased sense of belonging across the district.
2. Upgrade quality facilities and technology systems.
3. Ensure campuses remain optimal for utilization, operation, and appearance.
4. Recruit, hire, develop, and retain a highly qualified, diverse, and effective staff.
5. Maintain systematic assignment and monitoring of properly credentialed staff.
6. Provide ongoing support to new and returning staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Positive Climate and Sense of Belonging. Source of Data: Annual district climate survey administered to students, parents, and staff.	Climate Survey 2023-24 Parents: 56% Students: 45% (average % between Elementary & Secondary students) Staff: 67%	Climate Survey 2024-25 Parents: 69% Students: 50% (average % between Elementary & Secondary students) Staff: 65%		Results on climate survey assessing positive climate and sense of belonging will increase annually by 3%.	Target: Increase climate survey results by 3% annually Group Baseline Year 2 Change Parents 56% 69% +13% Exceeded Students 45% 50% +5% Exceeded Staff 67% 65% -2% Declined Summary: While parent and student perceptions improved significantly, staff perception of climate slightly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						declined. The target was met for 2 of 3 groups.
1.2	The district provides access to a Broad Course of Study targeting unduplicated students and individuals with exceptional needs. Source of Data: CA Dashboard AERIES Grade Reporting	2022-23 CA Dashboard: CCI: 21.7% Prepared 23.3% Approaching Prepared 55% Not Prepared EL and SWD: "Red" (lowest) performance level 38% A-G Completion Rate Student course pass rate 2023-2024 Semester 1 6th ELA: 90% 7th ELA: 87% 8th ELA: 91% 9th ELA: 64% 10th ELA: 79% 11th ELA: 100% 12 ELA: 70% 6th Math: 79% 7th Math: 86% 8th Math: 86% 9th Math: 70% 10th Math: 67%	2023-24 CA Dashboard: CCI: 37.3% Prepared 16.9% Approaching Prepared 45.8% Not Prepared 34.9% A-G Completion Rate Student course pass rate 2024-25 Semester 1 6th ELA:97% 7th ELA: 98% 8th ELA: 98% 9th ELA:88% 10th ELA: 80% 11th ELA:83% 12 ELA: 89% 6th Math: 91% 7th Math: 98% 8th Math: 99% 9th Math: 92% 10th Math: 85%		Increase College/Career Indicator on CA Dashboard by 10% Increase student course pass rate by 2% annually.	Target: Increase CCI by 10% Increase pass rate by 2% annually College & Career Indicator (CCI) Year Prepared Change Status 2022–23 21.7% 2023–24 37.3% +15.6% Met A-G Completion Rate Year Rate Change 2022–23 38% 2023–24 34.9% -3.1% Course Pass Rates Change Status 9th Gr ELA 88% +24% 12th Gr Math 87% +29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th Math: 70% 12th Math: 58%	11th Math: 86% 12th Math: 87%			Summary: Strong gains in course pass rates and CCI, but A-G completion decreased. Mixed results overall.
1.3	Increase SBAC Summative ELA and Math scores in grades 3-8, and 11. Source of Data: SBAC Score Reporting	2022-23 Smarter Balanced Summative Assessments in ELA and Math ELA: 54.4% At or Above Overall Math: 40.4% At or Above Overall _____ ELA: All Students 7 points above standard AI: 110 points below standard (+23.8 pts) SWD: 77.6 points below standard (+1 pt) District: "Red" (lowest) performance level: EL: 31.1 points below standard (+13.2 pts)	2023-24 Smarter Balanced Summative Assessments in ELA and Math ELA: 52.54% At or Above Overall Math: 39.88% At or Above Overall _____ ELA: All Students 0.1 points below standard LTEL: 118.4 points below standard (-53 pts) District: "Red" (lowest) performance level SWD: 91 points below standard (-13.4 pts)		Increase SBAC Summative ELA and Math scores in grades 3-8 and 11 by 2% annually.	Target: Increase scores by 2% annually Subject 2022–23 2023–24 ELA 54.4% 52.54% Change: -1.86% Status: Declined Math 40.4% 39.88% Change: -.52% Status: Declined Subgroup declines noted in: LTEL, SWD, EL, HOM Summary: Overall performance declined for both ELA and Math, with significant regression for subgroups. Target not met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HI: 17.4 points below standard (+0.7 pts) HOM: 23 points below standard (-0.8 pts) SED: 24.6 points below standard (-6.2 pts) MR: 30.1 points above standard (+5.9 pts) WH: 30.8 points above standard (-2.4 pts) _____ Math: All Students: 28 points below standard AI: 162.1 points below standard (-9.4 pts) District: "Red" (lowest) performance level SWD: 103.9 points below standard (+0.4) EL: 75 points below standard (-3.4 pts) HI: 60.3 points below standard (-7.4 pts) HOM: 52.7 points below standard (+17.6 pts)	District: "Red" (lowest) performance level AI:135.7 points below standard (-25.7 pts) District: "Red" (lowest) performance level EL: 61.2 points below standard (-30.2 pts) HI: 28.9 points below standard (-11.5 pts) HOM: 62.9 points below standard (-93.9 pts) SED: 26.6 points below standard (-2 pts) MR: 29.8 points above standard (-0.4 pts) WH: 24.7 points above standard (-6.1 pts) _____			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 59.5 points below standard (-2.9 pts) MR: 2.1 points above standard (+1.7 pts) WH: 0.8 points below standard (-2.1 pts)	Math: All Students: 29.4 points below standard LTEL: 159 points below standard (-12.8 pts) District: "Red" (lowest) performance level SWD: 104.8 points below standard (-0.9 pts) District: "Red" (lowest) performance level AI: 156.8 points below standard (+5.3 pts) EL: 89.8 points below standard (-14.9 pts) HI: 63.1 points below standard (-2.8 pts) HOM: 79.2 points below standard (-26.5 pts)			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED: 57.4 points below standard (+2.1 pts) MR: 7.8 points below standard (-9.9 pts) WH: 0.2 points above standard (+1 pts)			
1.4	Every pupil in the school district has sufficient access to standards-aligned instructional materials. Source of Data: Local Performance Indicator Self-Reflection Tool	2023-24 100% of students have access to standards-aligned instructional materials	2024-25 100% of students have access to standards-aligned instructional materials		Maintain 100% of students have access to stand-aligned instructional materials.	Target: Maintain 100% access Status: Met in both years
1.5	School facilities are maintained in good repair. Source of Data: FIT Report	2023-24 Status of "Good" on the FIT	2024-25 Status of "Good" on the FIT		Maintain the status of "Good" on the FIT.	Target: Maintain “Good” rating Status: Met via FIT Report
1.6	Implementation of the academic content and performance standards adopted by the state board including the services to English learners to access the	100% of students have access to the content and performance standards adopted by the state board, and all EL students have	100% of students have access to the content and performance standards adopted by the state board, and all EL students		Maintain 100% of students have access to the content and performance standards adopted by state board and	Target: Maintain 100% access Status: Met in both years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency Source of Data: Local Performance Indicator Self-Reflection Tool	access to both CCSS and ELD standards.	have access to both CCSS and ELD standards.		all EL students have access to both CCSS and ELD standards.	
1.7	Decrease the number of teacher mis-assignments by course (as described by CDE) from the previous year surveys Source of Data: CalSAAS	Baseline: 2023-24 100% Fully Credentialed	Baseline: 2024-25 100% Fully Credentialed		Maintain the number of teacher mis-assignments annually at the current rate of 0%.	Target: Maintain 0% misassignments Status: Met (100% fully credentialed teachers)
1.8	School Safety and School Connectedness Source of Data: CHKS Surveys	2022-23 School connectedness: Student: 53% Sense of safety at school: Student 55% School Supports for Staff: No data released- fewer than 10 respondents. Parents: No data released- fewer than 10 respondents.	2023-24 School connectedness: Student: 49% Sense of safety at school: Student 54.4% School Supports for Staff: 50%. School connectedness: Parents: 52.8%		Districtwide increase by 2% annually over baseline. Increase participation rate on surveys by 2%.	Target: Increase by 2% annually Student Connectedness Baseline: 53% , Yr. 2: 9%, Change -4% Student Safety Baseline: 55%, Yr. 2 54.4%, Change -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sense of safety at school: Parents: 60.5%			Staff Support Baseline: Baseline N/A, Yr. 2 55%, Parent Connectedness Baseline: N/A, Yr. 2 52.8% Parent Safety Baseline: N/A, Yr. 2 60.5% Summary: Student perception declined; staff and parent data emerged for the first time. Target not met for students.
1.9	Adequate Access to Technology Source of Data: District Technology Plan Asset Tiger	District Technology Plan 2025-2028 Elementary students- 1:1 (each student has an assigned Chromebook in the classroom) Middle school students- 1:1 (Chromebooks are checked out to students in 6th grade, and they keep them until the end of 8th grade)	District Technology Plan 2025-2028 Elementary students- 1:1 (each student has an assigned Chromebook in the classroom) Middle school students- 1:1 (Chromebooks are checked out to students in 6th		Maintain: Elementary students- 1:1 (each student has an assigned Chromebook in the classroom) Middle school students- 1:1 (Chromebooks are checked out to students in 6th grade, and they	Target: Maintain 1:1 device ratios and hotspot access Status: Fully implemented across all grade spans

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High school students- 1:1 (Chromebooks are checked out to students in 9th grade, and they keep them until the end of 12th grade) Hotspots and Devices for unduplicated students/families- assigned based on need (35 assigned in 2023-2024)	grade, and they keep them until the end of 8th grade) High school students- 1:1 (Chromebooks are checked out to students in 9th grade, and they keep them until the end of 12th grade) Hotspots and Devices for unduplicated students/families- assigned based on need (assigned in 2024-25)		keep until the end of 8th grade) High school students- 1:1 (Chromebooks are checked out to students in 9th grade, and they keep them until the end of 12th grade) Hotspots and Devices for unduplicated students/families- assigned based on need	

Goal Analysis [2024-25]

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

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

The district made substantial progress in implementing the planned actions tied to Goal 1 in the previous year; however, several adjustments were made due to emerging opportunities, vendor changes, and evolving programmatic needs. While the core objectives remained aligned with the original intent, notable variances in actual versus budgeted expenditures and activities occurred, which reflect a combination of strategic shifts and external circumstances.

1.1 Positive Climate and Sense of Belonging:
Implementation was successful, with surveys being conducted as planned. However, a change in vendor and the expansion of services led to a 73% increase in cost over the budgeted amount. This shift, though financially impactful, enhanced the scope and quality of stakeholder engagement, offering more comprehensive insights.

1.2 Broad Course of Study:
The district realized cost savings of $40,869.50 due to the reduced need for professional development in the second year of curriculum implementation. These savings resulted from front-loaded training in year one and the growth of staff proficiency, representing a success in implementing sustainability and efficiency.

1.3 Recruit and Retain Effective Staff:
There were no substantial differences between planned actions and actual implementation. The district met the target of 100% fully credentialed teachers and maintained 0% teacher misassignments, demonstrating effective implementation of both recruitment strategies and teacher assignment monitoring systems.

1.4 Safe and Clean Facilities:
There were no significant differences between planned actions and actual implementation. The district's planned efforts to maintain facilities in good repair were successfully carried out, as evidenced by the consistent "Good" rating on the FIT report. The district maintained its facilities to meet safety, accessibility, and instructional needs.

1.5 Bonsall Forward Initiative:
An unexpected partnership with the University of San Diego allowed students to attend a summer Science Camp, enriching the district's extended learning opportunities. This unplanned activity resulted in a budget increase of $7,598.69, highlighting the district's adaptability in leveraging new opportunities to benefit students.

1.6 Career Technical Education (CTE):
The district's planned actions to establish Career and Technical Education (CTE) pathways and revamp symposium courses are on track for full implementation in the fall of 2025. While the pathways have been designed and aligned, actual course delivery and hands-on experiences will begin in 2025. The alignment of courses with the academies' focus areas has begun, but will need continued development to ensure full implementation.

1.7 Standards-Aligned Curriculum Implementation:
The district's original plan for CCSS implementation included ongoing professional development, collaboration among teachers, and the use of high-quality, state-approved materials to ensure effective delivery of the standards. As part of this initiative, teachers were expected to engage in regular collaborative planning sessions to align instructional practices and strategies across grade levels and subject areas. While professional development and collaboration efforts have largely followed the planned trajectory, there were some challenges in fully ensuring consistent implementation across all classrooms. For instance, while most teachers have embraced the CCSS framework, some have faced difficulties with the depth of the standards and aligning them with specific student needs, particularly in subjects that require more complex pedagogical approaches, such as math and literacy.

1.8 Progress Monitoring and Data Analysis:
To strengthen academic supports, the district will implement a structured Multi-Tiered System of Supports (MTSS) framework and a centralized data tracking system in the 2025–26 school year. These systems will allow for more effective analysis of student performance trends, timely identification of students in need of intervention, and data-driven decision-making to support continuous improvement in instructional practices.

1.9 Technology Integration and Digital Access:
The planned actions for 2024–25 included maintaining 1:1 student device access, ensuring reliable internet connectivity across all campuses, and providing teachers with ongoing support for integrating digital tools aligned with curriculum and instructional goals. In practice, these efforts were implemented as planned. However, a significant additional effort was initiated, such as the development of a districtwide technology plan, which was not originally included in the action steps. This plan outlines technology refresh cycles, infrastructure upgrades, and professional development needs to ensure long-term sustainability and equitable access. This strategic approach will better prepare the district to manage aging devices and respond to the evolving needs of students and staff.

1.10 School Safety Planning:
The safety team's ongoing assessments identified additional needs, such as parking signage. This brought expenditures $1,037.13 over budget (a 21% increase). While this represents a budget overage, it also reflects the district's proactive and responsive approach to campus safety.

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

1.1 The estimated actual cost for the annual Educational Partner Surveys is 72.5% higher than budgeted due to a change in vendor and associated services.

1.2 The district spent $40,869.50 less on curriculum than originally projected, as professional development and training costs were front-loaded in the first year of implementation and not required in the second year of the contract.

1.5 The district had the opportunity to send students to a summer Science Camp in partnership with the University of San Diego, resulting in an unanticipated budget increase of $7,598.69 for this activity. This was not included in the original budget.

1.8 BUSD is projecting actual expenditures of $52,194.50, which is 32% less than originally planned. This reduction is due to the district only funding I-Ready Services this fiscal year, as STAR assessments were prepaid in previous years.

1.10 The safety team conducted assessments throughout the year and identified additional needs. As a result, the district also purchased parking signage, bringing estimated expenses to $1,037.13 over the original budget, which represents a 20.7% increase.

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

1.1 Positive Climate and Sense of Belonging: EFFECTIVE
Parent feedback showed significant improvement, especially in the area of School Climate, which increased by 36 points, reflecting greater satisfaction with the learning environment and communication efforts. School Safety perceptions also improved by 7 points, indicating

increased confidence in site safety protocols. Student data showed marginal growth: Sense of Belonging increased slightly by .05, indicating room for growth in fostering student connection. School Safety saw a minor decline of 1 point, suggesting a need to further investigate student perspectives. School Climate improved by 2.5 points, showing gradual progress. Continued focus on relationships, mental health supports, and student voice initiatives will be essential in this area.

1.2 Broad Course of Study: EFFECTIVE
All school sites in Bonsall USD ensure equitable access to the core curriculum through board-adopted materials and inclusive scheduling practices. In 2024, 52.5% of students met or exceeded standards in ELA, and 39.9% in math. Among socioeconomically disadvantaged students, 44.7% met or exceeded ELA standards, and 26.7% in math. For English learners, 9.1% met or exceeded ELA standards. These results reflect ongoing efforts to align instruction with state standards for all student groups, alongside targeted support for teachers through professional development and instructional strategies designed to meet the needs of vulnerable learners, including English learners, foster youth, and socioeconomically disadvantaged students.

1.3 Recruit and Retain Effective Staff: EFFECTIVE
The district met the target of 100% fully credentialed teachers and maintained 0% teacher misassignments, demonstrating effective implementation of both recruitment strategies and teacher assignment monitoring systems.

1.4 School Facilities (FIT Report): EFFECTIVE
According to the 2024 Facilities Inspection Tool (FIT) report, all school sites are clean, safe, and well-maintained. In response to district growth and evolving site needs, the maintenance department underwent a restructuring to better distribute staffing and enhance responsiveness to work orders and site requests.

1.5 Bonsall Forward Initiative Scholarships: EFFECTIVE
The district continues its commitment to recognizing student excellence through the Bonsall Forward Initiative Scholarships. These awards will be given to students who demonstrate exceptional skills in science, mathematics, and leadership, fostering a culture of academic excellence and future readiness.

1.6 Career Technical Education (CTE): EFFECTIVE
At the high school level, the Innovation Team has designed and aligned CTE pathways within four academies: Medical Science, Law/Leadership, Computer Science/Engineering, and Arts/Media. Symposium courses have been revamped to align with each academy's focus, preparing for full implementation in fall 2025. These changes aim to personalize learning and connect academic content with real-world applications. These efforts are measured with an increase percentage of students prepared for college and career.

1.7 Standards-Aligned Curriculum Implementation: EFFECTIVE
Teachers across the district continue to implement the Common Core State Standards (CCSS) using state- and board-adopted materials. Ongoing professional development and collaborative planning will continue during the 2025-26 school year to build consistency, rigor, and instructional quality across all classrooms.

1.8 Progress Monitoring and Data Analysis: EFFECTIVE

BUSD uses i-Ready (K-5) and STAR (6–12) assessments to guide instruction, with increased STAR usage supporting student goal setting and progress monitoring. SBAC Interim Assessments will be implemented at the secondary level to improve outcomes on state assessments. English learners receive integrated and designated ELD aligned to CCSS, with expanded push-in support at the elementary and high school levels. Addressing the needs of Long-Term English Learners (LTELs) remains a priority, as reflected by red indicators in both ELA and math on the 2024 CA Dashboard. While the district's English Learner Progress Indicator (ELPI) shows 50.3% of students making progress, targeted interventions for LTELs are being strengthened to close persistent achievement gaps.

1.9 Technology Integration and Digital Access: EFFECTIVE
All students continue to receive 1:1 access to digital devices, ensuring equitable access to learning tools. Platforms such as ST Math, i-Ready, STAR, and online credit recovery have significantly enhanced instruction, offering personalized learning, real-time feedback, and expanded engagement opportunities across all grade levels. An increase in grades across grade levels are indicative of the instructional support students are receiving through online platforms accessed through 1:1 devices.

1.10 School Safety Planning: EFFECTIVE
All school sites successfully submitted their Comprehensive School Site Safety Plans, which were reviewed and approved by the Board of Trustees. These plans ensure compliance with state safety requirements and reflect site-specific strategies to protect the physical and emotional well-being of students and staff.

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

Several adjustments have been made to the planned actions and expectations for Goal 1 in the 2025–26 school year. Under Action 1.2, the district will implement a newly adopted K-5 elementary math curriculum to support foundational mathematics instruction.

For Action 1.3, related to the California Teacher Induction Program, there are no teachers eligible to participate in year 2 of the program for 2025–26. This is due to a shift in the district's induction timeline, which now begins during a teacher's second year of probationary status. While the action will remain in place, expenditures are expected to be $0 for the upcoming year.

In Action 1.5, job shadowing experiences are supported by district funds and are LCFF-contributing. In contrast, the scholarships and incentive programs (Item 2) were entirely funded through private donations and do not utilize LCFF funds. This distinction is now clearly reflected in the LCAP narrative and funding source annotations to ensure accurate allocation and long-term sustainability planning.

These changes reflect an ongoing commitment to aligning resources with student needs, improving instructional quality, and maintaining equity in access to postsecondary opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Annual Educational Partner Surveys regarding LCAP and School Climate.	Annual Educational Partner surveys regarding LCAP and School Climate will continue to be administered to inform progress on district goals and actions. Surveys will include feedback from parents/guardians, teachers, students, staff, and community members. Annual administration of the California Healthy Kids Survey to students, staff, and parents/guardians. Funding: Unrestricted- LCFF	$3,500.00	No
1.2	Core Content Textbook Adoptions and High Quality Instructional Materials.	BUSD will ensure that all students and staff have access to updated curriculum and high-quality instructional materials aligned to the California State Standards to improve academic achievement. 2023-24: Implement New History/Social Science Curriculum and New High School Science Curriculum. Pilot Elementary Math curriculum. 2024-25: Continue Pilot of Elementary Math Curriculum. Prepare for the implementation of the new elementary Math Curriculum and add curricular resources for the middle school Math Curriculum. 2025- 26: Implement the new elementary Math Curriculum. Funding: Lottery Restricted LCFF Literacy Screening	$333,964.00	No
1.3	Recruit and Retain Effective Staff	BUSD will continue to recruit, develop, and retain high quality staff. California Teacher Induction Program.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Adequate Resources and Safe and Clean Facilities for Students and Staff	BUSD will maintain Williams Act compliance at all schools by providing adequate and appropriate instructional materials for all students. Bonsall Unified School District (BUSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. BUSD conducts annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public-School Construction (OPSC). Funding: 8150- Restricted Maintenance	$1,071,847.00	No
1.5	Bonsall Forward Initiative	Bonsall Forward Initiative will continue to 1) provide robust job shadow opportunities for students in 5th, 7th, and 9th grade and 2) provide early and ongoing incentives, celebrations, and scholarships for students in 6th-12th grade, focusing heavily on our underrepresented groups. The Bonsall Forward Initiative aims to improve college and career readiness for unduplicated students (low-income, English learners, and foster youth) through targeted strategies: 1. Job Shadowing Experiences: By providing robust job shadowing opportunities for students in 5th, 7th, and 9th grades at local STEM facilities, the initiative exposes unduplicated students to real-world work environments early on. Allowing students to have a voice in selecting job shadowing sites based on their strengths, interests, and passions can spark their curiosity, build self-awareness, and motivate them to explore future career pathways actively. 2. Incentives and Recognition Programs: The initiative offers early and ongoing incentives, celebrations, sustained recognition, and scholarships specifically designed for underrepresented groups, including unduplicated students in grades 6-12. These programs aim to encourage, validate, and support unduplicated students' academic and career aspirations by	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing tangible incentives, acknowledging their achievements, and removing financial barriers to pursuing higher education or career training. By combining hands-on career exploration experiences and targeted incentive programs, the Bonsall Forward Initiative aims to improve college and career readiness for unduplicated pupils. The job shadowing opportunities broaden their horizons, cultivate interests, and foster a growth mindset, while the recognition and scholarship components motivate and empower them to overcome challenges and pursue their aspirations, ultimately increasing their chances of success in postsecondary education and future careers. Funding: LCFF		
1.6	Career Technical Education	The core work of Career and Technical Education (CTE) is to prepare students for careers, either through direct entry into the workforce or via post secondary career preparation. The effectiveness of CTE programs is measured by enrollment, course completion, industry certification, and course retention. BUSD is committed to CTE Pathways because the district understands how students who benefit from the program, especially low-income students, are more likely to graduate from high school and enroll in postsecondary education. CTE reduces dropout and increases on-time graduation. BHS will continue to support and develop its CTE pathways in Software and Systems Development and Manufacturing and Product Development. With increased grant funding, BUSD will support CTE programs with a Counselor on Special Assignment who will focus on increasing participation and course completion for unduplicated students in our CTE and Early College Programs and developing college and career readiness skills with our students. Funding: Local ROP Funding LCFF	$1,011,965.00	Yes

Action #	Title	Description	Total Funds	Contributing
		K12 SWP Grant CTEIG K16 Collaborative		
1.7	Implementation of State Academic Standards - ELA, Math, History/Social Science & Science	BUSD teachers will provide standards-based instruction in all content areas for all students, inclusive of ELA, math, science, history-social science, physical education, and social emotional learning. BUSD will develop an implementation plan for newly purchased curriculum. Teachers will receive professional development and ongoing support throughout the implementation process.	$0.00	No
1.8	Progress Monitoring and Systematic Data Analysis	BUSD staff will continue to administer the i-Ready diagnostic for K-5 and the Star diagnostic for 6-12 as local assessments (including ELA and Math Components). Professional Learning included will support staff in using the results for the ongoing screening and monitoring of students' progress, targeting the district's 50.1% % unduplicated pupil counts. (iReady and STAR Program) Funding: LCFF	$96,487.00	Yes
1.9	Adequate Access to Technology	BUSD will continue to update the district's technology plan to provide relevant and reliable technology while prioritizing online safety and security for students and staff across the district. BUSD will prioritize access to current technology for unduplicated students, including EL, SED, HOM, and FY, to ensure equitable access and academic success. By prioritizing the procurement and integration of up-to-date devices, educational applications, network infrastructure, and cybersecurity measures, BUSD can ensure that unduplicated groups like English learners, low-income, homeless, and foster youth have equitable access to technological tools essential for academic success.	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District Technology Plan areas of Focus: ~WAN; LAN; Security; Staffing ~Systems integration of educational applications and software ~Staff Professional Development ~Certificated Educators and Classified Paraprofessionals - Curriculum ~Classified Office Staff - SIS calibration and training in the handling of sensitive student information ~Student training and parent education ~Proper use of hardware and safe and appropriate use of the network ~Technology devices' refresh cycles for students ~Budget allocations Funding: LCFF		
1.10	Comprehensive School Site Safety Plans	All school sites will annually update safety plans using the adopted CA template and will include all required components. Staff will participate in safety training and update site-specific protocols as necessary. Funding: LCFF	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a collaborative, trusting, and equitable culture among students, families, and all educational partners through intentional engagement that is creative and meaningful.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Bonsall Unified School District recognizes the profound impact of cultivating a collaborative, trusting, and equitable environment that actively engages students, families, and all educational partners. When these educational partners take an intentional and meaningful role in the learning process, research indicates that students experience numerous benefits. They tend to achieve higher academic performance, persist through challenges, attain stronger standardized test scores, develop robust social skills, and are less likely to drop out. The positive correlations between engaged collaboration among students, families, and partners and student achievement span all grade levels, subject areas, and instructional activities.

Fostering this type of creative and meaningful engagement is paramount, as it directly influences student outcomes and their future trajectories. Moreover, an equitable culture of trust and collaboration has the potential to close persisting gaps in educational attainment. BUSD is committed to prioritizing the intentional engagement of all stakeholders through an environment distinguished by cooperation, mutual respect, and a shared dedication to maximizing learning for every student.

Goal #2 actions and related metrics are intended to:

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate TK-8 -Overall -SED Source of Data: CA Dashboard AERIES Analytics	District Overall: Yellow (19%) District SED: Red 26.2% Bonsall Elementary Overall: Red (28.6%) SED: Red (39.2%) WH: Red (24.1%) Bonsall West Elementary Overall: Yellow (13%) SED: Red (25.6%)	District Overall: Yellow (12.5%) District SED: Yellow 15.4% Bonsall Elementary Overall: Yellow (18.6%) SED: Yellow (24%) WH: Yellow (17.4%) Bonsall West Elementary Overall: Yellow (11.7%) SED: Yellow (15.9.%)		District Overall: Green (10%) Decline 3% annually each year. District SED: Green (10%) Decline by 9 percentage points per year. Bonsall Elementary Overall: Green (10%) Decline by 10 percentage points per year. SED: Green (10%) Decline by 13 percentage points per year. WH: Green (10%) Decline by 12 percentage points per year.	District Overall: Improved from 19% (Yellow) to 12.5% (Yellow), a 6.6%-point decrease. District SED: Improved from 26.2% (Red) to 15.4% (Yellow), a 10.9 percentage point decrease. Bonsall Elementary Overall: Improved from 28.6% (Red) to 18.6% (Yellow), a 10%-point decrease. Bonsall Elementary SED: Improved from 39.2% (Red) to 24% (Yellow), a 15.2%-point decrease. Bonsall Elementary WH: Improved from 24.1% (Red) to 17.4% (Yellow), a 6.8%-point decrease.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Bonsall West Elementary SED: Improved from 25.6% (Red) to 15.9%, a 9.7%-point decrease.
2.2	High School Dropout Rates Source of Data: DataQuest: Four Year Adjusted Cohort Outcome	2023 Districtwide: 23%	2024 Districtwide: 14.5%		Decrease by 10%.	Baseline (2023): 23% 2024 Outcome: 14.5% Target: Decrease by 10% Current Difference from Baseline: Dropout rate decreased by 8.5 percentage points, showing significant progress toward the 10% reduction target.
2.3	Graduation Rate Indicator Source of Data: CA Dashboard DataQuest: Four Year Adjusted Cohort Outcome CALPADS: Cohort Report 15.1 & 15.2	2023 Districtwide: 70.5%	2024 Districtwide: 85.5%		Increase by 15%.	Baseline (2023): 70.5% 2024 Outcome: 85.5% Target: Increase by 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Current Difference from Baseline: Graduation rate increased by 15 percentage points, meeting the target increase.
2.4	Suspension Rates Indicator Source of Data: CA Dashboard Suspension Rate Indicator DataQuest Expulsion and Suspension Rates CALPADS EOY 3 Reports 7.10, 7.12 & 1.21	Districtwide: 1.7%	Districtwide: 2% AI: 10% suspended for at least one day District "Red"(lowest) performance level		Districtwide: <1%	Baseline (2023): 1.7% 2024 Outcome: 2% Target: <1% Current Difference from Baseline: Suspension rate increased by 0.3 percentage points, moving away from the target of reducing suspensions to less than 1%. Additionally, AI student subgroup suspension at 10% indicates a significant disparity that needs targeted support.
2.5	Expulsion Rates Indicator	Districtwide: 0%	Districtwide: 0%		Districtwide: 0%	Baseline: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source of Data: DataQuest Expulsion and Suspension Rates CALPADS EOY 3 Reports 7.10, 7.12 & 1.21					2024 Outcome: 0% Target: 0% Current Difference from Baseline: Expulsion rate remains at 0%, maintaining baseline and meeting the target.
2.6	School Attendance Rate Source of Data: AERIES P2 Report	2022-23 Districtwide: 93.92%	2023-24 Districtwide:92.36 %		District increase by 2%.	Baseline (2022-23): 93.92% 2023-24 Outcome: 92.36% Target: Increase by 2% Current Difference from Baseline: The attendance rate decreased by 1.56% points, moving in the opposite direction of the improvement target.
2.7	Middle School Drop Out Rate Source of Data:	6-8th grade 0%	6-8th grade 0%		Districtwide maintain 0%.	Baseline: 0% 2024 Outcome: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CALPADS					Target: Maintain 0% Current Difference from Baseline: Middle school dropout rate remains at 0%, successfully maintaining the baseline and meeting the target.
2.8	Attendance at Community/School Events (such as PTA, Back-to-School Night, Open House, ELAC, DELAC, NLAC). Source of Data: Sign-in sheets at events	Baseline will be established in 2024-25 and monitored through sign-in sheets at events.	Attendance at Community/School Events: PTA- monthly at the elementary site Back-to-School Night- 1x Yearly Open House- 1x Yearly ELAC- 3x Yearly DELAC- 2x Yearly NLAC- 3x Yearly Sign-in sheets at events: District Avg. 50%		80% of our school families attend one or more school events each year.	Baseline: Established 2024-25 (event logs) 2024-25 Events Held: PTA (monthly), Back-to-School Night, Open House, ELAC (3x), DELAC (2x), NLAC (3x) Target: 80% of families attend one or more events Current Difference from Baseline: Baseline year: attendance data still being

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						collected. The difference calculated at average of -30%.
2.9	Parent Involvement, including promoting parent participation from unduplicated students and individuals with exceptional needs. Parent Involvement that includes parent participation through the Annual LCAP Survey. Source of Data: Local Performance Indicator Self-Reflection Tool.	2023-24 Building Relationships 1. Score of 4 2. Score of 4 3. Score of 4 4. Score of 5	2024-25 Building Relationships 1. Score of 4 2. Score of 4 3. Score of 4 4. Score of 5		Districtwide, all 4 Building Relationships Criteria will score 4 or higher on the 1-5 scale on the Local Performance Indicator Self-Reflection Tool	Baseline (2023-24): All scores 4 or 5 2024-25 Outcome: All scores remain 4 or 5 Target: All 4 criteria score 4 or higher Current Difference from Baseline: Maintained baseline performance, successfully meeting target expectations.
2.10	Number of opportunities provided for families to engage in two-way communication and decision-making at the school and district level (e.g., workshops, advisory meetings, forums, input sessions). Source of Data:	In 2023–24, each school hosted an average of 3–5 structured engagement events. Districtwide, approximately 22 family engagement sessions were held.	The district aims to increase the total number of family engagement opportunities to at least 35 sessions across all school sites, ensuring each school meets the following minimum targets:		Maintain or exceed the 2024–25 target of 35 total sessions per year, with consistent attendance and parent feedback informing school and district decisions.	Baseline: Established 2024-25 2024-25 Outcome: Bonsall Elementary: 6 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Site Records of Events (i.e., sign-in sheets, event flyers, social media postings, post-event parent surveys, etc.)		Bonsall Elementary: 6 sessions Bonsall West Elementary: 9 sessions Sullivan Middle School: 10 sessions Bonsall High School: 10 sessions These sessions include Parent University workshops, advisory meetings (DELAC, SSC, Native Learner Advisory Committee), and interactive forums designed to gather input on systems such as Aeries, iReady, Canvas, state assessments, academic supports, and school climate. All events will include			Bonsall West: 9 events Sullivan Middle: 10 events Bonsall High: 10 events Target: Each school holds =1 event/year Current Difference from Baseline: Baseline met and exceeded at all sites, establishing a strong initial implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			opportunities for feedback and questions to ensure meaningful two-way communication.			
2.11	Establish the California Indian Education Task Force to develop an appropriate curriculum that is reflective of local indigenous students and families. Source of Data: California Indian Education Task Force Annual Report	An action plan will be established in 2024-25 with the development of the first BUSD California Indian Education Task Force Annual Report.	In the 2024-25 school year, an action plan was established to develop the first Native Learner Advisory Committee (NLAC), which convened four times throughout the year: 10/18/2024 10/24/2024 9/23/2024 2/11/2025		The annual report reflects regular meetings of the California Indian Education Task Force. Curriculum that is culturally appropriate and reflective of local indigenous students and families has been developed and implemented at selected grade levels.	Baseline: Establish action plan in 2024-25 2024-25 Outcome: Task Force convened 4 times; NLAC formed Target: Meetings held regularly; curriculum developed and implemented Current Difference from Baseline: Initial progress achieved; Task Force has convened, and foundation for curriculum is in development. Partial progress toward full implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Health Services for High Needs Students Source of Data: District nurse/health technician records	The district employs a health clerk/technician for each site. Baseline will be established in 2024-2025 with the monitoring of the following: Vision and Hearing Testing: All TK-2, 5th, and 8th graders Hearing Testing Only: All 10th or 11th graders	2024-25 Vision and Hearing Testing: TK-2: 375/679= 55% 5th: 216/211= 98% 8th:168/175: 96% Hearing Testing Only: 10th or 11th: 71/74=96%		The district employs a health clerk/technician for each site. 100% of students receive vision and hearing testing per grade level district requirements.	Baseline: Established 2024-25 2024-25 Outcome: Vision & Hearing Testing: TK-2: 375 students - 55% 5th: 216 students - 98% 8th: 168 students - 96% Hearing 10th/11th: 71 students - 96% Target: 100% of required students tested
2.13	Transportation Services for High Needs Students Source of Data: District Transportation records	Maintain transportation access for all high needs students as determined through the application and/or IEP process. Maintain: District prioritizes the transportation of General Education students in grades TK-6 for the current routes in place and low-income	Maintain transportation access for all high needs students as determined through the application and/or IEP process. Maintain: District prioritizes the transportation of General Education students in grades		Maintain transportation access for all high needs students as determined through the application and/or IEP process. Maintain: District prioritizes the transportation of General Education students in grades	Baseline & Outcome (2024-25): Transportation access maintained for high needs students and low-income students via bus passes Target: Maintain service Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students by providing free bus passes.	TK-6 for the current routes in place and low-income students by providing free bus passes.		TK-6 for the current routes in place and low-income students by providing free bus passes.	Transportation services sustained as planned, fully aligned with baseline and target.
2.14	Positive Climate and Sense of Belonging Source of Data: Annual district climate survey administered to students	Students: 45% (average % between Elementary and Secondary Students)	Students: 50% (average % between Elementary and Secondary Students)		Results on the climate survey assessing positive climate and sense of belonging will increase annually by 3%	Baseline (2023-24): 45% 2024-25 Outcome: 50% Target: Increase by 3% annually Current Difference from Baseline: Increased by 5 percentage points, exceeding the annual growth target.

Goal Analysis [2024-25]

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

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

2.1 English Learner Parent Support
BUSD planned to expand family support for English Learners through increased access to translated communication, ELAC/DELAC support, and family workshops. Implementation exceeded expectations with Parent Universities conducted at all school sites, averaging 10–20 families per event. Translation and interpreter services were expanded across all IEP meetings, with over 50 interpreted IEPs supported this year. Contracted bilingual assessment services through Hola proved especially effective in reducing evaluation backlogs. Community Liaison workshops reached approximately 200 adults across topics such as English development, resume building, and digital literacy. A key challenge was consistent family participation at some secondary sites, indicating a need to explore virtual or flexible scheduling formats.

2.2 English Learner Reclassification Recognition
Reclassification recognition was implemented as planned and successfully celebrated at every school site, with over 40 students recognized districtwide. Awards were typically integrated into assemblies, award nights, or ELAC meetings. Student surveys and family feedback indicated that public recognition increased motivation and pride. A success was the inclusion of culturally relevant awards and bilingual certificates. No major challenges were reported, though some schools expressed interest in expanding recognition to include former ELs making academic gains post-reclassification.

2.3 Educator Partner Engagement
Family engagement opportunities, including SSC, ELAC/DELAC, NLAC, and other advisory committees, were implemented as planned. Participation increased by approximately 10% compared to the previous year, with notable growth in ELAC attendance due to improved outreach and interpretation services. The addition of Parent Universities helped bridge gaps in understanding district processes. One challenge was ensuring diverse representation, particularly from working families and Spanish-speaking households at the secondary level. Successes included high satisfaction scores in the annual family survey (84% favorable on parent involvement).

2.4 Site Attendance Teams
Site Attendance Teams were fully established and met biweekly at all sites. Chronic absenteeism dropped by 6.5% districtwide from the prior year, with the most significant gains at the elementary level. Teams implemented Tier 1 incentives and Tier 2 interventions, such as home visits and personalized attendance contracts. However, follow-up at a few secondary sites were noted as an implementation gap. Professional development in root-cause analysis and family re-engagement strategies is planned to address this.

2.5 Communication TOSA
The Communication TOSA exceeded expectations in supporting stakeholder communication. The role proved essential in promoting events, clarifying district initiatives, and streamlining messaging. A challenge remains in reaching families without regular digital access, prompting exploration of printed outreach and in-person info sessions.

2.6 MTSS System
The districtwide MTSS framework was implemented with fidelity, particularly in Tier 1 and Tier 2 supports. MTSS TOSAs supported the use of academic and behavior screeners (i-Ready, SRSS-IE). Progress monitoring systems were in place, but consistency in data entry and intervention documentation varied across sites. Fidelity checks revealed strong implementation at elementary levels but less structured supports at secondary levels. A success was the launch of a district MTSS dashboard, although further training is needed to increase usage.

2.7 Athletic/PE Equipment
All sites received new PE and athletic equipment. Student surveys indicated a 12% increase in reported physical activity, and coaches reported higher participation rates in after-school athletics. Implementation matched planning, with no reported shortages. A minor challenge was storage space at older sites, which limited equipment accessibility. Future budgets may need to address infrastructure upgrades.

2.8 Arts & Music Program
Consistent implementation of arts and music education occurred across K-5, with over 90% of students participating in at least one arts-related course or activity. Elementary music instruction occurred weekly, while secondary schools offered electives in guitar, choir, and visual

arts. A major success was the districtwide art showcase, with over 200 student works exhibited. Challenges included staffing constraints and the need for more advanced materials for growing programs, particularly at the middle school level.

2.9 Future Ready Initiative
The Future Ready Initiative continued to expand, with high school enrollment in career academies increasing year-over-year. Students who accessed dual enrollment or articulated courses have improved their ability to earn college credit. The 1:1 device initiative maintained full student access to Chromebooks. Counseling and advisory sessions focused on college/career readiness were implemented bi-monthly. A success was the partnership with local employers to provide internships. A challenge remains in ensuring equitable access to industry-aligned experiences for all student subgroups, particularly English Learners and students with disabilities.

2.10 Counseling Services
Counseling services were fully implemented at all sites, with staffing ratios improved through the addition of three new mental health professionals. Over 1,478 student counseling sessions were logged, and 63% of students reported feeling “connected to a caring adult” at school in the annual climate survey. A success was the integration of trauma-informed practices and SEL curricula in advisory periods. Challenges included caseloads at middle school sites that remained above recommended levels and limited space for private sessions.

2.11 Equity and Inclusion
Equity and inclusion efforts progressed with intentional strategies such as culturally responsive curriculum reviews and student voice forums. The Native Learner Advisory Committee (NLAC) met four times and provided feedback on land acknowledgment practices and representation in curriculum. A success was the inclusion of Indigenous authors in elementary libraries and lesson plans. A challenge was ensuring representation of other underrepresented groups, which is being addressed through expanded student equity clubs and listening sessions. Anticipated participation in the Equity and Inclusion conference was lower than expected due to substitute shortages. The district anticipates spending $6,018 of the $15,000 budgeted, a 59.90% decrease in actual expenditure.

2.12 Health Supports
Health supports were consistently provided, with nursing staff covering all campuses. Community partnerships supported referrals for vision, dental, and mental health. Preventive care, such as hygiene education and health fairs, improved student knowledge. A success was the district's mobile wellness clinic visits to rural areas. Challenges include staff retention and increasing student demand for mental health services, especially at the middle school level.

2.13 Transportation Services
Transportation services were delivered on schedule and met all family requests, including specialized transportation for students with IEPs. Route optimization reduced average ride times by 6 minutes, and parent communication tools improved satisfaction. A success was the implementation of GPS-enabled bus tracking for families. A challenge remains in recruiting drivers, requiring continued incentives and recruitment efforts.

2.14 Special Education Community Advisory Committee (SECAC)
SECAC conducted two districtwide workshops: The Special Education Process (August 2024) and Understanding Special Education and IEPs (February 2025), with a combined attendance of 94 parents. While workshops were informative and well-received, overall committee participation remained low, with less than 10% of eligible families regularly attending. Successes included increased parent knowledge, but

challenges included inconsistent outreach and scheduling conflicts. Planned adjustments include hybrid meeting formats and collaboration with the Community Liaison for targeted outreach.

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

2.11 Equity and Inclusion.
The anticipated participation in this conference was lower than expected. Due to a shortage of available substitutes, the district projects to spend only $6,018 of the allocated $15,000 budget. This represents a 59.90% decrease from the original budgeted amount

There were no additional material differences between the Budgeted Expenditures and Estimated Actual Expenditures, nor between the Planned Percentages and Estimated Actual Percentages of Improved Services for Goal 2. The district implemented planned actions as intended, demonstrating fiscal responsibility and a consistent commitment to improving services and outcomes for students, particularly those in unduplicated groups.

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

2.1 English Learner Parent Support: EFFECTIVE
BUSD strengthened support for parents of English Learners by hosting Parent Universities at each site and providing full support for DELAC/ELAC meetings, including food, translation, and childcare. Translation and interpreter services were expanded, especially for IEPs, and contracted services like Hola were used for bilingual assessments. The Community Liaison offered workshops on adult ELD, technology use, and job readiness. District and site communications were translated, and families were connected to local and state resources to reduce barriers and enhance engagement.

2.2 English Learner Reclassification Recognition: EFFECTIVE
Recognition efforts for English Learners have been implemented and celebrated across the district. This includes awards and acknowledgments during school events that promote visibility and affirm student progress in language acquisition. These efforts help build student confidence and promote a positive school climate.

2.3 Educator Partner Engagement: EFFECTIVE
Multiple engagement opportunities have been provided for families, including SSC, DELAC, ELAC, Parent Teacher Organizations, Design Team, Superintendent's Advisory Committee, NLAC, and school-based events. These activities have increased parent involvement and built stronger relationships between home and school, contributing to improved communication and trust.

2.4 Site Attendance Teams: EFFECTIVE
Site attendance teams are functioning at all school sites and have contributed to monitoring chronic absenteeism and implementing targeted interventions. Some challenges persist with follow-up and sustained engagement, particularly for students with persistent attendance issues. Teams continue to refine practices to address attendance barriers more effectively.

2.5 Communication TOSA: EFFECTIVE
The Communication TOSA continues to support all sites with consistent messaging, branding, and stakeholder outreach. This role is vital in increasing transparency and community trust, particularly through multilingual communication, timely updates, and event promotion.

2.6 MTSS System: EFFECTIVE
The Multi-Tiered System of Supports (MTSS) is in place districtwide, addressing academic, behavioral, and social-emotional needs. Tier 2 and Tier 3 supports are being implemented with the help of site teams and MTSS TOSAs. Continued efforts are needed to expand progress monitoring and ensure intervention fidelity across all grade levels.

2.7 Athletic/PE Equipment: EFFECTIVE
All sites have received new or updated athletic and PE equipment. This has supported improved student participation and physical activity, promoting wellness and school spirit, particularly at the middle and high school levels.

2.8 Arts & Music Program: EFFECTIVE
The district has made significant investments in Arts and Music, with consistent program offerings across elementary and secondary levels. Students have access to music instruction, visual arts, and performance-based opportunities. Staff continue to request resources to further enrich these programs, and planning is underway to expand offerings based on student interest and enrollment.

2.9 Future Ready Initiative: EFFECTIVE
The Future Ready Initiative continues to grow, with high school academies aligning to career pathways and post-secondary preparation. Districtwide technology integration (1:1 device, digital platforms) supports this initiative, along with curriculum and counseling strategies that promote college and career readiness.

2.10 Counseling Services: EFFECTIVE
This action has been revised to focus on expanding and evaluating counseling services across all school sites to support students' academic, social-emotional, and mental health needs. In response to the 2024 California School Dashboard data indicating a 6% increase in the suspension rate for American Indian students, a performance level categorized as "red," this action takes on greater urgency. The district recognizes the need for a comprehensive and culturally responsive approach to student support. To address this disparity, counseling services are being strategically aligned with restorative practices, trauma-informed care, and culturally responsive interventions. Additional counseling and support staff have been deployed to ensure that students receive timely and relevant support. A root cause analysis was conducted to understand the underlying behaviors contributing to suspensions, particularly among American Indian students, and to evaluate whether existing supports are being implemented with fidelity.
Furthermore, this action prioritizes strengthening partnerships with tribal communities and incorporating the perspectives of the Native Learner Advisory Committee to co-create solutions that are both effective and culturally respectful. Through ongoing evaluation and collaboration, Action 2.10 aims to ensure that all students, especially those most impacted, experience a supportive, inclusive, and equitable school environment.

2.11 Equity and Inclusion: EFFECTIVE

This action is centered on advancing equity and inclusion throughout the district, with a specific focus on addressing disparities impacting American Indian students. In light of the 2024 California School Dashboard data showing a 6% increase in the suspension rate for the American Indian student group, the district has intensified its efforts to create more supportive and culturally responsive environments. The Native Learner Advisory Committee (NLAC) plays a key role in guiding these efforts by amplifying the voices of Indigenous families and ensuring their perspectives are integrated into district policies and practices. In addition, the district is implementing staff training on equity, cultural competence, and trauma-informed care to build more inclusive school climates. Adoption of culturally relevant curricula is underway to better reflect the histories, values, and identities of all students, particularly those from underserved communities. To further support inclusion, the district is expanding opportunities for student representation in leadership and decision-making forums. These collective actions aim to foster a school culture that values diversity, promotes belonging, and addresses systemic barriers to success.

2.12 Health Supports: EFFECTIVE
Health services continue to be offered districtwide, including nursing support, wellness referrals, and access to community partnerships. Preventive care and response strategies are being refined as student needs grow.

2.13 Transportation Services: EFFECTIVE
Transportation services remain consistent and accessible across the district. While no recent requests have gone unmet, the team is monitoring efficiency and needs. Ongoing communication with families supports timely route planning and scheduling.

2.14 SECAC (Special Education Community Advisory Committee): EFFECTIVE
Further follow-up is needed to assess the effectiveness and engagement of the Special Education Community Advisory Committee (SECAC). While two workshops were successfully conducted—one on August 28, 2024, titled "The Special Education Process," and another on February 11, 2025, titled "Understanding Special Education and IEPs"—additional evaluation is necessary to determine the impact of these events. Key areas for continued focus include increasing stakeholder participation, improving the strategic planning of agendas to reflect current needs and concerns, and strengthening parent outreach efforts.

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

Action 2.10: Counseling Services and Social-Emotional Learning
As a result of reflections on prior practice, specifically the concerning data from the 2024 California School Dashboard indicating a 6% increase in suspension rates for American Indian students, Action 2.10 has been revised to better address the root causes contributing to this disparity. The action has been updated to strategically align counseling services with restorative practices, trauma-informed care, and culturally responsive interventions. This change reflects a shift from a general provision of counseling services to a more intentional and equity-centered approach that directly responds to identified student needs.

Action 2.11
The district also enhanced its evaluation process to assess the consistency and effectiveness of these interventions across school sites. Input from the Native Learner Advisory Committee (NLAC) and tribal partners informed these revisions, ensuring that the changes are culturally relevant and responsive. This updated approach aims to reduce disproportionate disciplinary outcomes, improve school

connectedness, and promote a more inclusive and supportive environment for all students, particularly those from historically underserved communities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Learner Parent Supports	BUSD will strengthen the supports and services for our parents of English Learners by providing: 1. At least one Parent University per school site. 2. DELAC/ELAC meeting support (food, translation, and childcare). 3. Increased translation services and interpreter services, especially for IEPs. 4. Contracted services for students requiring bilingual assessments presented at IEP meetings (Hola) 5. Parent workshops facilitated by the Community Liaison on topics such as English Language Development for Adults, Use of Technology to Support Communication with Teachers and Schools, and Learning How to Prepare for and Seek Employment 6. Translation of district and site communications. 7. Connections to local, state, and federal resources to increase supports and remove barriers for English learner parents (such as food pantry, housing/shelters, clothing, reimbursement of mileage, etc.) Funding: LCFF Title I	$30,000.00	Yes
2.2	English Learner Reclassification Recognition Events	BUSD will host district-level reclassification recognition events for students and families.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funding: LCFF		
2.3	Educational Partner Engagement	BUSD will continue to hold required and local parent participation committee meetings, including SSC, DELAC, ELAC, Parent Teacher Organizations, Design Team, Superintendent's Advisory Committee, NLAC, etc. BUSD Community and Family Liaison and other district personnel will collaborate with educational partners to develop a Family Engagement Plan to increase educational partner participation with all parents/guardians, including diverse groups and families of our American Indian, English Learner, Foster Youth, and Homeless families. BUSD will increase opportunities for multicultural events and celebrations at each school site. Funding: LCFF Title III	$65,000.00	Yes
2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	School site attendance teams will prioritize the following in order to improve attendance and chronic absenteeism rates. The teams' priority will be to focus on monitoring attendance for students who are chronically absent or at-risk of being chronically absent, with increased monitoring of Socioeconomically Disadvantaged, Homeless, American Indian, English Learners, and Foster Youth. School site attendance teams will meet, at a minimum, once per month to analyze data and monitor progress. 1. Report site attendance accurately and efficiently in AERIES every day. 2. Notify parents of any absences using BUSD attendance letters, phone calls home, and/or home visits.	$62,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Creatively and meaningfully promote and incentivize positive and improved attendance. 4. Schedule timely SART and SARB meetings for students whose attendance is in need of improvement and is jeopardizing student success. 5. Monitor chronic absenteeism and establish systems for identifying and supporting students with attendance challenges. 6. Utilize counseling support in early identification of students who are in danger of not graduating and in identifying appropriate targeted interventions to meet graduation requirements. 7. Maintain and implement the Memorandum of Understanding between the Pala Band of Mission Indians and the Bonsall Unified School District to address chronic absenteeism and attendance within our Native Student population. Funding: LCFF		
2.5	Communications through websites, social media, and other community outreach	BUSD will provide timely and accurate website information and social media communications to parents and families, supported by: ~Improved public relations through increased communication with the community. ~Regularly updated website to keep parents current ~Weekly newsletters from each site ~Communications TOSA, emphasizing increasing engagement in Expanded Learning Opportunities for BUSD students and families Funding: LCFF 0000/0925-Resource	$147,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Increased Systems of Support	A multi-tiered systems of support (MTSS) framework has four essential components: screening, progress monitoring, a multi-level intervention system, and data-based decisions. MTSS is a framework in which educators engage in data-based decision-making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for teachers and students. To support multi-tiered systems of support, site intervention teams will monitor students systematically and provide targeted interventions to high needs students, such as homeless students, English Learners, and Foster Youth, who demonstrate academic, social-emotional, or behavioral needs. An improved BUSD MTSS framework will require: 1. Professional Development. 2. Hiring of MTSS TOSAs at the elementary level to develop and support a district-wide tiered intervention program to support struggling learners in the classroom and before/after school. The tiered intervention program will provide targeted, direct instructional supports to English Learners, Foster, and low-income students based on academic, behavioral, and social-emotional needs determined by district assessments and staff observation. 3. The development of School Intervention Teams to lead the school's strategic plan for supporting specific students in need of Tier 2 and 3 supports in areas such as a..) significant weaknesses in reading, writing, number sense, and /or English Language, b.) Chronic absenteeism, c.) Severe behavior and/or motivation concerns, d.) Combination of all factors. 4. The ongoing support of purchased software that provides classroom-level, school-level, and district-level reports that include individualized data used to improve outcomes for students' academic, social, and emotional learning. 5. The funding of a secondary Assistant Principal to a) reduce behavior incidences/referrals, b) reduce school suspensions, c) address issues related to high school dropout rates. 6. The development of a drug intervention/prevention program. 7. Continued partnership with Care Solace, a 24/7 multilingual concierge team that partners with school districts to connect students, families, and	$480,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff with available, verified mental health providers and substance use treatment programs matched to their needs. 8. Maintaining full-time counselors at the elementary level to support MTSS, positive behavior intervention, and school intervention teams. Funding: LCFF Title I ELOP		
2.7	Physical Education/Athletics	BUSD will provide ongoing funding for the replacement and purchase of athletic and P.E. equipment based on need. Funding: Athletics (0310000) LCFF	$35,000.00	No
2.8	Comprehensive Arts Program	BUSD will continue to provide visual and performing arts opportunities for BUSD students according to the Arts, Music, and Instructional Materials Discretionary Block Grant Plan and Proposition 28. Arts education boosts school attendance, academic achievement, and college attendance rates; improves school climate; and promotes higher self-esteem and social-emotional development. Arts education can provide significant benefits, especially for unduplicated students. Incorporating music, visual arts, and cultural lessons that reflect the diverse backgrounds of all students can help foster a sense of inclusion, validation of students' identities, and deeper engagement in learning, ideally leading to improved academic and social-emotional outcomes. The BUSD Arts and Music Plan includes: 1. Standards-aligned professional development and instructional materials.	$949,072.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. The purchase of instructional materials and professional development aligned to best practices for improving school climate, digital literacy, physical education, and learning through play. 3. Associated operational costs. 4. Elementary music teachers at each site. 5. Creative movement teachers at elementary sites. 6. Art teachers at each secondary site. 7. Music teacher at the middle school. 8. Arts and music expanded learning opportunities before/after school. 9. General art supplies for students. 10. Arts, music, and instructional equipment. 11. Tech-supplies 12. Rental equipment 13. Contracted services. 14. Professional development on the incorporation of culturally responsive arts curriculum and activities that celebrate the diverse backgrounds and experiences of all students. Funding: LCFF AMIMDBGP Proposition 28		
2.9	Future Readiness and High School Graduation Supports	BUSD will implement a proactive plan, beginning with 6th graders, to expose them to college and career options and future readiness. In reflecting on gaps in outcomes for our underrepresented populations, such as English Learners, students with disabilities, low-socioeconomic, and first-generation students, a comprehensive plan of support will create more equitable educational journeys and will improve A-G completion, high school graduation, and college admissions. 1. BUSD will create a comprehensive implementation for students to utilize the California College Guidance Initiative (CCGI) platform beginning with the 6th grade.	$111,637.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Students will be provided in-depth, grade-appropriate information and data-driven tools to support college, career, and financial aid planning. 3. Students will be provided with before/after school opportunities, as well as summer experiences, to expand their knowledge of and exposure to college and career pathways. 4. During 6-12 grade, students will take an Interest Profiler and Skills Assessment three times that tap directly into students' coursework information to help them plan high school courses, determine college eligibility, and streamline the college and financial aid process. 5. CCGI assessments will drive goal-setting for individual students as they research college and career options. 6. BHS will offer a credit recovery program to increase the graduation rate by school and by subgroup. Credit recovery courses help to improve graduation rates, A-G completion rates, and college and career readiness. Funding: LCFF		
2.10	Counseling Services and Social-Emotional Learning	School counselors provide social-emotional support to student groups such as Foster Youth, Homeless, and Socioeconomically Disadvantaged students. BUSD counselors will: 1. Implement systems to measure and collect baseline data, track these groups accurately, and develop practices regarding enrollment and their respective placement. 2. Provide mentoring, social skills instruction, and individual student support meetings	$613,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Assist in the Student Study Team (SST) process and create targeted skill development plans. 4. Participate in training related to counseling services 5. Support the monitoring of attendance, behavior, and academic performance of unduplicated students. 6. Provide direct classroom instruction to support social-emotional and academic growth, learning, and awareness for students. 7. Based on assessed needs and referrals from teachers and parents, counselors will develop small group interventions for students both during the day and before/after school. 8. Provide counseling services strategically aligned with restorative practices, trauma-informed care, and culturally responsive interventions. (New 2025-26) Funding: LCFF		
2.11	Equity and Inclusion	BUSD will continue our collaboration on a district-wide Equity and Inclusion Team and Plan. BUSD focuses on fostering an environment that values diversity, promotes inclusivity, and ensures equitable opportunities and outcomes for all students, regardless of background or identity, with emphasis on supporting groups such as English learners, foster youth, the homeless, and low-income students. The Equity Team will continue to work on the following: 1. Amplifying Voice for students, staff, and parents through ongoing forums such as Native Learner Advisory Committee, Student Forums, English Learner Advisory Committees, etc.	$6,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Implement Staff Professional Development focused on culturally responsive teaching and learning 3. In collaboration with representatives from the Pala Band of Mission Indians, establish a task force (per the California Indian Education Act) to develop curriculum across selected grade levels that is culturally appropriate and reflective of our local indigenous students and families. 4. Attend the SDCOE Equity Conference Funding: LCFF		
2.12	Student Health Support	BUSD will continue to provide health services to support the needs of unduplicated students. Providing vision and hearing testing is especially critical for unduplicated students who may face barriers to accessing preventive health services outside of school. Early detection and treatment of vision and hearing issues, and the ability to identify and address possible impediments to learning, can support unduplicated students in fully participating and achieving in the classroom. 1. BUSD will provide staff Health Clerks/Technicians for all sites and a district Nurse. 2. BUSD health staff will administer vision and hearing testing and support our students with Type 1 Diabetes. Funding: LCFF Unrestricted	$480,214.00	Yes
2.13	Transportation Services	BUSD recognizes the needs of many of our families for transportation services. Supporting access to transportation can remove a significant	$1,150,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		barrier that may otherwise prevent unduplicated students from attending school regularly. This action promotes equity by facilitating equal access to education and support services, ultimately contributing to improved academic outcomes and overall well-being for these students. 1. BUSD will continue to provide Transportation support for SED, HOM, FY, AI, and Migrant students residing in the far west and the far east of Bonsall's boundaries and attending Sullivan Middle School and Bonsall High School. 2. Students with disabilities will continue to be provided transportation services, when specified in their IEP, per the current process. 3. Students designated as homeless are identified, monitored, and served by the Student Services Department. Student Services will work with the family to ensure homeless students are transported to and from school. This can be accomplished by working with the Transportation Department to provide District transportation on existing bus routes, adding routes, or by contracting services with student transportation providers. 4. The District will prioritize the transportation of General Education students in grades TK-6 for the current routes in place and low-income students by providing free bus passes. 5. Students receiving either General Education or Special Education transportation service, including Unduplicated Pupils defined as students who are SED, EL, or FY, will receive District transportation service at no charge. Funding: LCFF Unrestricted		
2.14	Special Education Community Advisory Committee	BUSD will continue to participate in ongoing, regularly scheduled Special Education Community Advisory Committee parent meetings.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding: No Cost		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Bonsall Unified will create high quality, customized learning and assessment methods that will result in increased academic success and future readiness for every student.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

High-quality, customized, standards-based learning and assessment methods are crucial for improving outcomes and future readiness for all students, especially low-income, foster youth, English learners, and those with unique needs. By prioritizing differentiated, high-quality instruction aligned to Common Core standards and tailored assessments, BUSD can further engage underserved groups, identify achievement gaps, and provide targeted interventions. Personalized approaches nurture motivation, build mastery of essential skills measured by SBAC English and math assessments, and develop abilities for post-secondary success.

Data will inform professional learning plans that strengthen pedagogy around standards-based, individualized instruction. Sustained teacher training and collaboration are vital for implementing effective strategies that meet the diverse learning needs of Students With Disabilities, English Learners, Foster Youth, and Socioeconomically Disadvantaged populations. Prioritizing personalized, equity-focused learning pathways cultivates an environment where every student can achieve proficiency and develop the knowledge and skills for lifelong success.

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

Goal #3 actions and related metrics are intended to:

1. Improve implementation of ELD Standards
2. Increase ELA and Math proficiency
3. Increase Native American, English Learner, Foster Youth, and Homeless proficiency in Math and ELA
4. Increase AP course pass rates
5. Improve school-level academic interventions and accelerations for Native American, English Learner, Foster Youth, and Homeless
6. Increase college access and college awareness
7. Increase the UC/CSU a-g course completion for Native American, English Learner, Foster Youth, and Homeless students
8. Improve the one-year dropout rate and the high school graduation cohort rate
9. Increase enrollment of Native American, English Learner, Foster Youth, and Homeless students in AP Courses
10. Provide and monitor enrollment for college/career pathways

11. Begin the plans to provide students the opportunity to earn the CA Seal of Biliteracy.
12. Increase the percentage of students who are college-ready as reported on the CA Dashboard
13. Improve and monitor access to specialized programs for Native American, English Learner, Foster Youth, and Homeless students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilitation of Learning Walks to increase level of understanding/familiarity of the purpose and intent of the BUSD Learner Profile. Source of Data: Classroom walk-through data from two district-facilitated Learning Walks and five site-led Learning Walks.	Baseline will be established and measured through the collective development and use of a classroom walk-through tool.	2024-25 Learning Walks: District Facilitated: 1 Secondary Facilitated: 2 Elementary Facilitated: 0		District-facilitated Learning Walks occur once per semester. Site-facilitated Learning Walks occur once per year.	Target: Facilitate Learning Walks to build understanding of the BUSD Learner Profile Target 2024–25 Status District-Facilitated 2/year 1 Missed Site-Facilitated 5/year 2 Missed Summary: Learning Walk implementation fell short of both district and site goals; data collection tool development is still underway.
3.2	Student-led Conferences and/or Exhibitions of Learning in Grades 4-8.	Baseline will be established through development and use of	2024-25 Student-led Conferences and/or Exhibitions		All students in grades 4-8 participate in student-led	Target: Full implementation in Grades 4–8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source of Data: School records of student self-reflection/checklists.	student self-reflection and checklist.	of Learning in Grades 4-8: 4th and 5th grade have implemented student-led conferences. 6th - 8th grades have implemented student-led conferences.		conferences and/or exhibitions of learning.	Status: Achieved at all grade levels (4–8) Summary: All students in grades 4–8 now participate in student-led conferences or exhibitions—full implementation achieved.
3.3	Student Reflective Portfolios and/or Exhibitions of Learning in Grade 11. Source of Data: School records of student self-reflection/checklists.	Baseline will be established through development and use of student self-reflection and checklist.	2024-25 Student Reflective Portfolios and/or Exhibitions of Learning in Grade 11: Bonsall High School is building a plan for the exhibition of learning, including a portfolio that is academy-based.		All students in grade 11 participate in student reflective portfolios and/or exhibitions of learning.	Target: Full implementation for Grade 11 Status: In development Summary: BHS is developing a plan for academy-based portfolios; implementation has not yet occurred. Target in progress.
3.4	Annual Typical Growth in Reading and Math. Source of Data: iReady Reading and Math STAR Reading and Math	2023-24 Mid-Year Diagnostic (winter) iReady (K-5) Annual Typical Growth: iReady Reading: 73%	2024-25 Mid-Year Diagnostic (winter) iReady (K-5) Annual Typical Growth:		iReady (K-5) Mid-Year Diagnostic (winter Annual Typical Growth:	iReady (Grades K-5) Annual Typical Growth: Reading Baseline: 73%, Winter 2024-25 67%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		iReady Math:55% Annual Stretch Growth: iReady Reading: 40% iReady Math: 24% STAR (6-12) Student Growth Percentile: STAR Reading: 53.3% scored at or above typical growth STAR Math: 49.9% scored at or above typical growth	iReady Reading: 67% iReady Math: 48% Annual Stretch Growth: iReady Reading: 37% iReady Math: 23% STAR (6-12) Student Growth Percentile: STAR Reading: 68.3% scored at or above typical growth STAR Math: 63.4% scored at or above typical growth The assessment calendar did not match the mid-year LCAP approval; therefore data timeline was changed. Modification within the goal were made.		iReady Reading: 73% iReady Math: 62% Annual Stretch Growth: iReady Reading: 49% iReady Math: 35% STAR (6-12) Student Growth Percentile: STAR Reading: 77% score at or above typical growth STAR Math: 71% score at or above typical growth	Change -6% pts, Yr. 3 Target 73% (+6 pts needed) Math Basleine: 55%, Winter 2024-25 48%, Change -7% pts, Yr. 3 Target 62% (+14 pts needed) Annual Stretch Growth Reading Baseline: 40%, Winter 2024-25 37%, Change -3% pts, Yr. 3 Target 49% (+12 pts needed) Math Baseline: 24%, Winter 2024-25 23%, Change -1% pts, Yr. 3 Target 35% (+12 pts needed) ELA STAR (Grades 6–12) Student Growth Percentile (Typical or Above) Baseline 53.3%, 2024 68.3%, Change +15% pts, Yr. 3 Target 77% (+8.7 pts needed)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Math STAR (Grades 6–12) Student Growth Percentile (Typical or Above) Baseline 49.9%, 2024 63.4%, Change +13.5 pts., Yr. 3 Target 71% (+7.6 pts needed) Summary: iReady (K-5): Winter data indicate a significant decline in both typical and stretch growth compared to the 2023–24 baseline, moving further away from Year 3 targets. STAR (6–12): Improvement in Reading (+15pts), but an increase in Math (+13.5pts). Both remain within reach of the Year 3 goals, particularly Reading.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	English Learner Progress Indicator Source of Data: CA Dashboard	English Learner Progress: District: Yellow (55.3%) Bonsall Elementary: ELPI: Red (39.3%)	English Learner Progress: District: Orange (50.3%)		English Learner Progress: District: Green (60%) Bonsall Elementary: ELPI: Green (60%) Increase by 10 percentage points per year.	Target: 10 percentage point annual increase Year District Goal 2023–24 Orange (50.3%) Green (60%) Summary: The District did not meet the target, with a 5.3% decrease shown on the ELPI.
3.6	EL Reclassification Rate Source of Data: CA Dashboard	2022-23 Reclassification Rate: 22%	2023-24 Reclassification Rate: 14.28%		Increase by 5 percentage points per year.	Target: Increase by 5 percentage points annually Year Rate Change Status 2022–23 22% 2023–24 14.28% -7.72% Declined Summary: Reclassification rate declined. The target was not met.
3.7	i-Ready: Math & Reading (K-5) STAR Reading and Math (6-12)	2023-24 Fall-Winter iReady (K-5) Districtwide Math:	2024-25 Fall-Winter iReady (K-5)		iReady (K-5) Fall-Winter Districtwide Math: Tier 1: 70%	iReady (K-5): Slight declines in Tier 1 performance and increases in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source of Data: iReady Reading and Math Scores STAR Reading and Math Scores	Tier 1: 41% Tier 2: 50% Tier 3: 10% Districtwide ELA: Tier 1: 56% Tier 2: 34% Tier 3: 9% STAR (6-12) Districtwide Math: Tier 1: 27.6% Tier 2: 30.4% Tier 3: 42% Districtwide ELA: Tier 1: 37.3% Tier 2: 30.4% Tier 3: 32.4%	Districtwide Math: Tier 1: 35% Tier 2: 52% Tier 3: 13% Districtwide ELA: Tier 1: 53% Tier 2: 34% Tier 3: 13% STAR (6-12) Districtwide Math: Tier 1: 31.4% Tier 2: 31.4% Tier 3: 37.2 % Districtwide ELA: Tier 1: 39.8% Tier 2: 29.6% Tier 3: 30.6% The assessment calendar did not match the mid-year LCAP approval; therefore data timeline was changed. Modification within the goal were made.		Tier 2: 20% Tier 3: 5% Districtwide ELA: Tier 1: 80% Tier 2: 15% Tier 3: 5% STAR (6-12) Districtwide Math: Tier 1: 50% Tier 2: 30% Tier 3: 20% Districtwide ELA: Tier 1: 60% Tier 2: 20% Tier 3: 20%	Tier 3 suggest a need for stronger early intervention and Tier 1 instructional strategies in both English Language Arts (ELA) and mathematics. STAR (6–12): Positive movement overall, with more students moving into Tier 1 and out of Tier 3 in both subjects, though gains remain modest.
3.8	A-G Course Completion and CTE Pathway Completion Source of Data:	2023: A-G: 38%	2024: A-G: 35% CTE: 0%		Increase by 5 percentage points per year.	Target: Increase each by 5 percentage points annually

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dataquest	CTE: 0% (Completer course added in 2024-2025)				Measure 2023 2024 Change Status A-G 38% 35% -3% Not Met CTE 0% 0% 0% Not Met Summary: No growth in CTE completion and a decline in A-G rates—target not met. However, the CTE completer course is being introduced.
3.9	Early College/CTE Participation Source of Data: High School Transcripts	2023-24 Overall % of students taking Early College Courses: 25% of the total student population % of EL, HI, SED, and SWD taking Early College Courses: EL: 16% HI: 20% SED: 23% SWD: 15% Overall % of students taking CTE Courses:	2024-25 Overall % of students taking Early College Courses: 23% of the total student population % of EL, HI, SED, and SWD taking Early College Courses: EL: 2.6% HI: 41% SED: 66% SWD: 18%		33% of total student population taking Early College Courses 33% of total student population taking CTE Courses	Target: =33% student participation in both Year Early College CTE Participation Status 24–25 23% overall 34% overall Met Disaggregated Gains (2023–25):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22% of the total student population % of EL, HI, SED, and SWD taking CTE Courses EL: 7% HI: 19% SED: 26% SWD: 21%	Overall % of students taking CTE Courses: 34% of the total student population % of EL, HI, SED, and SWD taking CTE Courses EL: 9% HI: 54% SED: 70% SWD: 27%			SED students: Early College from 23% -> 66% HI students: Early College from 20% -> 41% EL students: Drop in Early College 16% ->2.6% Summary: CTE participation target met overall; Early College participation target not met, but improved access for key groups. EL access declined and needs addressing.
3.10	Advanced Placement Examination Source of Data: AP Scores	2022-23 56 assessments 30% received 3 or better	2023-24 58 assessments 53% received 3 or better		70% receive 3 or better	Substantial growth in AP performance from 30% to 53% scoring 3+, indicating improved alignment to AP readiness standards. Currently 17 percentage points away from the target.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Early Assessment Program Participation and Demonstration of Readiness Source of Data: CA Dashboard Data Explorer	2022-23 ELA 95% participation 51.4% demonstrate readiness for college-level coursework	2023-24 ELA 95% participation 52.4% demonstrate readiness for college-level coursework		ELA >95% participation 62% demonstrate readiness for college level coursework	Participation target is already met. Readiness inched up slightly (+1 pt.), but further instructional alignment is needed to move 10% more students into "college-ready."
3.12	Physical Fitness Exam Proficiency Source of Data: District record of PFT participation rates.	2023-24 Reporting participation rate as scores for proficiency is not reported this year. Grade 5 - 100% Grade 7- 100% Grade 9- 100%	2024-25 Reporting participation rate as scores for proficiency is not reported this year. Grade 5 - 100% Grade 7- 100% Grade 9- 100%		PFT Participation Rate of >95%	Full participation has been maintained across both years, exceeding the Year 3 goal.

Goal Analysis [2024-25]

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

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

3.1 Learning Walks:
The district conducted one district-led learning walk, coordinated by the BUSD Design Team, which helped raise awareness of instructional practices and provided opportunities for cross-site collaboration. At the secondary level, schools independently held site-based learning walks, contributing to reflective practice and internal professional growth. While these efforts were beneficial, there remains a need for broader inter-site learning walks to strengthen district-wide calibration and further support collaborative growth.

3.2 & 3.3 Literacy Achievement & Math Achievement:

The district implemented the literacy and math strategies across both elementary and secondary levels. Staff followed the designated strategies and expectations, ensuring consistency in support for student learning and professional collaboration. Ongoing monitoring and reflection time are planned for the 205-26 school year to ensure alignment with district priorities. There were no significant differences between planned actions and implementation.

3.4 Professional Development:
Professional learning focused on enhancing academic and behavioral supports. Sessions led by the MTSS TOSA and site principals provided actionable strategies for intervention, while training on de-escalation techniques helped create a safer environment. The Director of Special Education clarified the referral process and legal considerations, improving the district's capacity to serve students with special needs. Challenges were minimal, and the professional development was well-received.

3.5 Special Education Professional Development:
Site-based collaboration sessions provided staff with tools for behavior interventions, classroom management, and instructional supports. At the secondary level, paraprofessionals received targeted training to better support students. A follow-up with the Special Education Department will help address any additional needs and ensure continued support for the special education team.

3.6 District Writing Program:
The district writing program is actively in progress, with calibration and data analysis driving instructional decisions and intervention planning. Continued work is needed to ensure alignment across all grade levels and sites, but significant progress is being made.

3.7 Update Library Publication Dates:
All schools received funding to update instructional materials, focusing on both currency and cultural relevance. Schools were intentional in diversifying resources to reflect students' identities, improving engagement and connection to the curriculum. There were no discrepancies between planned and actual actions.

3.8 Summer Institute:
While some professional development was provided, summer professional development offerings were limited. Some challenges were encountered in terms of voluntary attendance and implementation fidelity. At the secondary level, there is a desire to expand collaboration opportunities for curriculum alignment. The actual expenses for the Summer Institute exceeded estimates by $3,666, marking a 12% increase over the projected budget due to higher-than-expected participation.

3.9 School Year Kick-Off Event:
The school year kick-off event aligned staff around a common district vision and purpose, emphasizing the Learner Profile. This helped ensure consistency across sites, contributing to a shared commitment to developing future-ready students. The event was successfully executed, with cost savings of $4,976.75 achieved through donations and lower-than-expected supply costs.

3.10 English Language Supports:
Professional development focused on integrated ELD strategies at all sites, with additional training at the secondary level on differentiated instruction. Mentoring programs and academic counseling were also established to support English Learners. Follow-up with the Multilingual Team will assess the implementation of key subpoints, ensuring continued support for English learners.

3.11 Summer Learning Program:
The district provided credit recovery programs for high school students and reading/math interventions for elementary students to address learning gaps. These programs provided opportunities to help students meet graduation requirements and accelerated growth for struggling learners.

3.12 Expanded Learning Opportunities:
The district's MTSS TOSAs provided support at elementary sites, coordinating small group instruction. Tutoring services were also available at the secondary level, and there was interest in launching a Saturday Scholars program for additional support.

3.13 Early College and Future Readiness:
The Early College and Future Readiness initiative focused on equitable access for underperforming students, particularly Hispanic, socioeconomically disadvantaged, and homeless students. The program, which includes expanded transportation and counseling strategies, resulted in increased enrollment, high success rates, and more students earning college credits before high school graduation.

3.14 Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning:
Student-led conferences were successfully implemented in 4th and 5th grades, and the middle school created reflective portfolios, further promoting student engagement and ownership of their learning. The high school is developing an Exhibition of Learning, aligned with the academy model, to foster student agency and authentic assessment.

Successes:
Full implementation of student-led conferences in grades 4–8.
High participation in the Summer Institute and Physical Fitness testing.
Strong AP performance gains.
Increased access to CTE and Early College courses for several key subgroups.

Challenges:
Staffing shortages significantly impacted the implementation of Learning Walks and the Writing Program.
Budget shifts due to unplanned instructional needs and professional development timing.
Decline in iReady growth metrics and EL reclassification.
Limited access to Early College for English Learners.

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

3.1 Learning Walks.
Due to a shortage of personnel and available substitutes, participation in the site-facilitated learning walks was lower than expected. As a result, the district spent $1,469.31 (29.4%) less than originally anticipated.

3.2 Literacy Achievement
The district purchased Freckle ELA licenses through Renaissance, which were not originally planned for, resulting in an additional cost of $3,236.60 and a 17.1% increase in the overall budget for this item.

3.6 District Writing Program
The district reflects a difference of $2,169.00 between the budgeted amount and the estimated actuals due to staff shortages, instructional priorities, and limited professional development time. This represents 43.4% less than the projected expenditure.

3.8 Summer Institute
Actual expenses for the Summer Institute exceeded estimates by $3,666.00 due to higher-than-expected participation. This accounts for a 12.2% increase over the projected expenditures.

3.9 School Year Kick-Off Event
The district spent $4,976.75 less on the School Year Kick-Off Event, due to receiving donations and lower-than-expected supply costs.

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

3.1 Learning Walks: EFFECTIVE
We conducted one district-led learning walk this year, coordinated by the BUSD Design Team. This initiative promoted shared understanding of instructional practices and fostered cross-site collaboration. Additionally, secondary sites facilitated two independent site-based walks. While these efforts support internal professional growth and reflective practice, broader inter-site collaboration remains limited. According to the associated metric, our goal of increasing both district- and site-based learning walks was not met, indicating the need for a more structured and frequent implementation model to promote district-wide instructional alignment.

3.2 Literacy Achievement & 3.3 Math Achievement: INEFFECTIVE
While our district is making progress in several key areas, the data reveals both accomplishments and critical opportunities for improvement across multiple metrics. Implementation of all literacy and math strategies under Actions 3.2 and 3.3 has occurred across elementary and secondary levels. Despite this, progress monitoring data shows a disconnect between implementation and measurable academic growth. Specifically, iReady typical growth decreased significantly—from 63% to 36% in reading and from 52% to 17% in math. STAR Reading showed a modest increase of +2.5 points, while STAR Math declined slightly by -1.1 points. These trends underscore the need for deeper analysis into instructional quality, the effectiveness of intervention practices, and alignment of assessments to ensure strategy implementation leads to improved student outcomes.

The CA Dashboard data highlights persistent achievement gaps. Several student groups scored in the “red” (lowest) performance level across both subjects. At Bonsall High, all students, socioeconomically disadvantaged students, and Hispanic students were in the "red" for math, with Hispanic students also in the "red" for ELA. Sullivan Middle School’s Long-Term English Learners were "red" in both ELA and math, while Students with Disabilities were "red" in ELA. At Bonsall Elementary, English Learners and Students with Disabilities were also

rated "red" in ELA. Districtwide, Students with Disabilities, Long-Term English Learners, and American Indian students received "red" performance levels in ELA, and both Students with Disabilities and Long-Term English Learners were "red" in math.

In the second year of implementation, Actions 3.2 and 3.3 have been refined to better address identified achievement gaps through more targeted and consistent instructional practices. In the third year of implementation for literacy, BUSD will strengthen its focus on using student assessment data to drive flexible, skills-based reading groups and ensure timely intervention. Monitoring has been enhanced through district assessments aligned to assessment windows, and additional tools like ESGI (TK-2) and the writing platform for grades 6–11 have been fully integrated to support progress tracking and writing instruction. Core instruction remains anchored in the district-adopted curriculum, with reinforced expectations for 90-minute literacy blocks, consistent small group instruction, and weekly usage of personalized programs like iReady and STAR Reading. The inclusion of Wonderworks provides added support for students with disabilities, and the Literacy Team continues developing the Comprehensive Literacy Plan to align instructional practices districtwide.

In math, BUSD will strengthen daily instruction with strong tier 1 instruction while increasing fidelity in the use of iReady Math and STAR Math for progress monitoring. Supplemental tools such as ST Math and Freckle Math are now used more intentionally for differentiation and intervention based on student need. These refinements reflect a strategic shift from broad implementation to more focused, data-informed practices designed to accelerate growth and close persistent achievement gaps among underserved student groups.

3.4 Professional Development: EFFECTIVE
Professional learning this year has focused on strengthening academic and behavioral supports. Our MTSS TOSA and site principals have led sessions on interventions, providing staff with actionable strategies. In addition, we offered training on de-escalation techniques to better support student behavior and foster a safer learning environment. The Director of Special Education presented on the referral process, program flow, and legal considerations, helping clarify how to better serve students with special needs.

3.5 Special Education Professional Development: EFFECTIVE
Collaboration time included PD on behavior management and academic supports for students with disabilities, including paraprofessional-specific sessions at the secondary level. While implementation fidelity has improved, the metric data does not yet reflect academic gains for this subgroup. Ongoing coaching, co-teaching models, and more intentional inclusion practices will be necessary to accelerate learning for students in special education programs.

3.6 District Writing Program: EFFECTIVE
The district’s writing initiative is underway with ongoing calibration efforts and cross-site data analysis. While implementation is progressing, it is too early to determine effectiveness through summative achievement data. However, teacher feedback and student writing samples suggest promising alignment and consistent instructional focus across grade levels.

3.7 Update Library Publication Dates: EFFECTIVE
All school sites received their allocated funds and have used them to update instructional materials, with attention to both currency (publication dates) and cultural relevance. Sites have intentionally diversified resources to ensure that students see themselves reflected in the curriculum and materials used.

3.8 Summer Institute: EFFECTIVE

Some summer professional development was offered, including sessions on Orton-Gillingham reading instruction and English Learner supports. However, overall offerings were limited. At the secondary level, there is a desire to implement summer grade-level or department collaboration on curriculum scope and sequence. Elementary teams also need summer options, but voluntary attendance and concerns about implementation fidelity remain challenges that must be addressed.

3.9 School Year Kick-Off Event: EFFECTIVE
The school year began with a well-received kick-off event that aligned staff around our common district vision and purpose. A continued emphasis on the Learner Profile provided clarity and consistency across sites, reinforcing our commitment to developing well-rounded, future-ready students.

3.10 English Language Supports: INEFFECTIVE
During the 2024–25 school year, sites participated in professional development centered on integrated and designated ELD strategies. At the secondary level, instruction was aligned to students' English proficiency levels, and initial mentoring and data monitoring systems were introduced. However, student outcomes declined, with the English Learner Progress Indicator (ELPI) dropping from 55.3% (Yellow) to 50.3% (Orange), and the reclassification rate falling from 22% to 14.28%. These results signal an urgent need to strengthen the overall ELD program, including instructional consistency, targeted interventions, and progress monitoring systems.
In response to these declines, the district will implement a comprehensive ELD program redesign in 2025–26. Key enhancements include: Leverage site-level ELD Coordinators to support classroom teachers with coaching, model lessons, and data-driven planning; Expanding the use of formative assessment tools like ELPAC domain trackers and classroom-based language progress checks to monitor student growth and inform instruction; Increasing reclassification opportunities by offering targeted academic language boot camps and personalized intervention for Long-Term English Learners (LTELs); and conducting quarterly data reviews with principals, ELD leads, and instructional teams to monitor progress, identify students at risk, and adjust supports accordingly.

3.11 Summer Learning Program: EFFECTIVE
Credit recovery programs were offered at the high school to support students in meeting graduation requirements. At the elementary level, reading and math interventions were provided to address learning gaps and accelerate growth for struggling learners.

3.12 Expanded Learning Opportunities: EFFECTIVE
Expanded learning supports, including targeted small-group instruction and tutoring, have been implemented. At the secondary level, interest in the Saturday Scholars program is growing. While these actions lay a strong foundation, limited academic growth data among underperforming subgroups (e.g., students in Tier 2/3) indicates the need to increase reach, frequency, and progress monitoring of these supports.

3.13 Early College and Future Readiness: EFFECTIVE
This action has shown strong progress. Participation in CTE pathways rose from 22% to 34%, exceeding our target. Early College participation increased to 23%, though it still falls short of the 33% goal. Continued expansion of transportation, funding, and targeted supports for underrepresented groups has led to more students earning college credits and certificates. These efforts are closing equity gaps and positioning more students for postsecondary success.

3.14 Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning: INEFFECTIVE

During the 2024–25 school year, student-led conferences were effectively implemented in grades 4–5 and sustained at the middle school level. High school staff began designing an Exhibition of Learning aligned to college and career pathways, promoting student agency and authentic demonstrations of learning. While initial feedback from students, families, and staff has been positive, implementation remains inconsistent across grade spans and school sites, limiting districtwide impact. To build on early successes and ensure districtwide implementation, the following enhancements will occur in 2025–26: Establish a K-12 progression model that outlines clear expectations for student-led conferences, reflective portfolios, and exhibitions at each grade level; Provide professional development and planning time for teachers to embed portfolio reflection, goal setting, and presentation skills into core instruction throughout the year; Pilot high school Exhibitions of Learning, with students presenting interdisciplinary capstone projects aligned with their Individualized Learning Plans and pathway goals; Create family and community engagement tools (e.g., guides, rubrics, and showcases) to increase participation and support meaningful student reflection and dialogue; and Implementing a districtwide feedback and evaluation system to collect input from students, families, and staff and to measure impact on student voice, confidence, and goal-setting skills.

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

As a result of reflections on prior implementation and the limitations of our current assessment calendar, adjustments have been made to specific metrics and data collection timelines for the coming year:
Metric 3.4: Annual Typical Growth in Reading and Math
For both i-Ready (K-5) and STAR Reading and Math (6–12), the reporting metric has shifted from end-of-year data to mid-year (fall-to-winter) growth. This change was made due to the infeasibility of using Spring Data under the current assessment calendar, which limits access to timely and actionable end-of-year results for LCAP reporting purposes.

Metric 3.7: Tiered Intervention Outcomes
The calculation of Tier 1, 2, and 3 placement outcomes in both reading and math has been updated to reflect fall-to-winter i-Ready (K-5) and STAR (6–12) data, rather than spring data. As with Metric 3.4, this change is a response to the assessment schedule constraints and ensures that data used for analysis and planning is both accessible and current.

Actions 3.2 and 3.3: Academic Interventions and Progress Monitoring
While no formal changes were made to the planned goal, metrics, target outcomes, or actions for Actions 3.2 and 3.3 at this time, reflections on prior practice have highlighted the need for stronger refinement and more strategic alignment moving into the 2025–26 school year. Specifically, feedback and data review revealed inconsistencies in implementation and impact across school sites, signaling the importance of more cohesive practices and clearer expectations.

Action 3.15 was added to align with state expectations for targeted support of LTELs and is based on recent performance data and identified areas for growth.

As a result, the district will prioritize enhancing the coordination between intervention strategies and progress monitoring systems to ensure that supports are timely, data-driven, and responsive to student needs. Additionally, staff capacity building and ongoing calibration of tools

and processes will be emphasized to increase fidelity of implementation and maximize student outcomes. These refinements aim to strengthen the effectiveness of academic interventions and improve overall student achievement as part of a continuous improvement cycle.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Learning Walks	Facilitation of Learning Walks to increase the level of understanding/familiarity of the purpose and intent of the BUSD Learner Profile. DISTRICT-FACILITATED LEARNING WALKS 1. Will occur once per semester 2. Representatives from multiple sites will conduct a Learning Walk at one site in the morning and a second site in the afternoon. 3. Classrooms observed will be voluntary. 4. The intention is to build awareness across school sites of the BUSD Learner Profile and how it manifests in and can be observed in the classroom. SITE-FACILITATED LEARNING WALKS 1. Will occur once per year 2. Representatives from the school site will conduct a Learning Walk at their site. 3. Classrooms observed will be voluntary	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Intentional is to build awareness across the school site of the BUSD Learner Profile and how it manifests in and can be observed in the classroom. Funding: EFF		
3.2	Literacy Achievement	BUSD will continue a district-wide targeted focus on K-12 literacy to increase student achievement and reading proficiency. Data shows that unduplicated student groups are not performing as well in English Language Arts compared to other student groups. This action focuses on using customized literacy strategies aimed at increasing reading achievement for our historically underperforming unduplicated students. Based on the California School Dashboard data, the English Language Arts/Literacy rates for 2023-24 showed 54.54% of students Met or Exceeded Standards. The 2024-25 mid-year iReady Reading data shows: 30% of students are mid or above grade level 25% of students are early on grade level 34% of students are one grade level below 8% of students are two grade levels below 3% of students are three grade levels below The 2024-25 mid-year STAR Reading data shows: 27% of students are Level 4 31% of students are Level 3 19% of students are Level 2 23% of students are Level 1 In addition, 2024 CA School Dashboard data for Bonsall Unified School District indicates lower performance on ELA for Long-Term English Learners, Students with Disabilities, and American Indian student groups as compared to other student groups, such as MR and WH students. Dashboard data indicated a "red" (lowest) performance level for English	$36,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners and students with Disabilities at Bonsall Elementary and Sullivan Middle School. To improve literacy achievement and to support students in making their growth targets, BUSD will ensure the following: 1. Student assessment data will drive instruction in flexible, skills-based reading groups. 2. Students will be tracked and monitored using district assessments per the assessment windows. 3. Students will receive instruction with the district-adopted curriculum for ELA. 4. Students will achieve weekly usage targets for personalized instruction in iReady Reading and STAR Reading platforms (i.e., 45 minutes for iReady) 5. The purchase of ESGI software for assessment and progress monitoring of literacy skills in grades TK-2. 6. Students in K-5 will engage in a literacy block of instruction for an hour and a half, four days per week. 7. Students in K-5 will receive small group reading instruction at least 3x per week in differentiated teacher-led reading groups. 8. The purchase of the writing platform ELA for grades 6-11 to enhance our ELA curriculum with relevant, engaging content that is scaffolded for diverse levels and backgrounds, and provide opportunities to practice priority ELA skills. 9. The purchase of Wonderworks for our students with disabilities to support elementary ELA instruction. 10. BUSD Literacy Team will continue to develop the BUSD Comprehensive Literacy Plan to define and implement a common approach to literacy instruction. Funding: LCFF Title 1		

Action #	Title	Description	Total Funds	Contributing
3.3	Math Achievement	BUSD will continue a district-wide targeted focus on K-12 mathematics to increase student achievement. Data shows that unduplicated student groups are not performing as well in Mathematics as compared to other student groups. This action focuses on using customized math instruction aimed at increasing math achievement for our historically underperforming unduplicated students. Based on the California School Dashboard data, the Mathematics rates for 2023-24 showed 39.88% of students Met or Exceeded Standards. The 2024-25 mid-year iReady Math data shows: 17% of students are mid or above grade level 20% of students are early on grade level 52% of students are one grade level below 8% of students are two grade levels below 3% of students are three grade levels below The 2024-25 mid-year STAR Math data shows: 14% of students are Level 4 14% of students are Level 3 23% of students are Level 2 48% of students are Level 1 In addition, 2024 CA School Dashboard data indicates lower performance on Math for Long-Term English Learners and Students with Disabilities groups as compared to other student groups, such as MR and WH students. Dashboard data indicated a "red" (lowest) performance level for all students at Bonsall High School, for Socioeconomically Disadvantaged and Hispanic students, and Long-Term English Learners and Students with Disabilities in Bonsall Unified School District. To improve math achievement and to support students in making their growth targets, BUSD teachers will: 1. Implement dedicated daily math instruction across grade levels 2. Achieve weekly usage targets for personalized instruction in iReady Math and STAR Math platforms (i.e., 45 minutes for iReady)	$23,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Utilize supplemental instructional/intervention software, such as ST Math and Freckle Math, to support math comprehension and proficiency and to provide targeted intervention to meet students' individual needs. Funding: LCFF Title I		
3.4	Professional Development	BUSD will develop a comprehensive professional development (PD) plan to support the district's mission and vision. Research indicates that effective professional development is designed around the following features: 1) Is focused content, 2) Incorporates active learning utilizing adult learning theory, 3) Supports collaboration in job-embedded contexts, 4) Uses models and modeling of effective practice, 5) Provides coaching and expert support, 6) Offers opportunities for feedback and reflection, 7) Is of sustained duration. The professional development opportunities/events may include, but are not limited to, the following: 1. Early release time for collaboration around grade-level standards, curriculum, assessments, intervention, and planning to meet student needs. 2. Multi-tiered System of Supports (MTSS) 3. Math Intervention and Instruction 4. Structured Literacy Approaches (Orton-Gillingham, UFLI) 5. Equity and Culturally Responsive Teaching and Learning 6. Special Education 7. English Learner Roadmap, Integrated and Designated ELD support strategies, ELD Standards, and ELPAC Requirements 8. Data analysis to inform instruction, interventions, supports, and services to accelerate student achievement in mathematics and literacy 9. Instructional Technology and use of Artificial Intelligence (AI) for teachers and students 10. Writing Program (gr. 6-12)	$54,960.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding: Title II Teacher Quality		
3.5	Special Education Professional Development	BUSD will continue comprehensive professional development (PD) for Special Education staff to support the district's mission and vision and to improve IEP goal development and compliance. The professional development opportunities/events will include, but are not limited to, the following: 1. Monthly Paraprofessional Trainings 2. Monthly Trainings for Ed Specialists with Director of Special Education 3. Quarterly Meetings with Related Service Providers 4. Access to NCCSE Professional Development and PLCs throughout the year Funding: SPED	$10,000.00	No
3.6	District Writing Program	BUSD will continue to implement a comprehensive K-12 writing program to align with the Common Core State Standards (CCSS) for Writing. The writing program will provide a roadmap for BUSD to ensure students meet or exceed the CCSS for Writing at each grade level in each content area, experience success as writers each year in school, and graduate from BUSD prepared as writers for college and career without writing remediation. To improve student writing as a district and to support students in literacy growth, BUSD will ensure the following: 1. Utilize a common grade-level writing rubric that clearly defines the expectations for each proficiency level across different writing skills (e.g., organization, development, conventions). This will support consistent scoring across teachers and grade levels.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Engage in calibration sessions where teachers score sample student writing pieces together, discuss the reasoning behind their scores, and reach consensus on how to apply the rubric consistently. 3. Analyze the results of the writing assessments together as a grade level or department to identify trends, strengths, and areas for improvement across the group. Use this data to inform future instruction and target specific writing skills that need more focus. 4. Students will reflect on their writing scores as part of student-led conferences, portfolios, and/or exhibitions of learning. Students can track their progress over time, set goals, and take ownership of their growth as writers by analyzing their scored writing samples and rubric feedback. Funding: LCFF Title I		
3.7	Update Library Publication Dates	BUSD will increase the publication dates of the books in all of the libraries across the district. The current average publication date is 2005. The district will increase the average publication date by ten years (2016) over the 3-year LCAP cycle. Funding: LCFF	$20,000.00	No
3.8	Summer Institute	BUSD will provide Professional Development for both teachers and classified staff during the summer. The targeted professional growth opportunity will include a focus on supporting EL, SED, and HOM students and will be designed through a collaborative planning process that will prepare teachers to implement new curriculum, adaptive reading and math intervention software, and changes in policies, practices, or procedures. Funding:	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF		
3.9	School Year Kick-Off Event	A new school year provides the opportunity to start with a “clean slate” and an agenda for renewal. Renewal begins with the events that kick-off the new school year. Creating an optimistic mood and a sense of excitement requires participatory activities that highlight: 1. The value of stakeholders and the critical role they play 2. An exciting agenda for renewal 3. Plans for making renewal a reality 4. New opportunities for stakeholder participation and taking on leadership roles Components of the Kick-off event: 1. Keynote speaker 2. Celebratory and Relationship-building 3. Focus on Mission and Vision Funding: LCFF	$10,000.00	No
3.10	English Learner Supports	BUSD will continue to provide integrated and designated English Language Development instruction for students who are EL students and will continue to provide support for students' English proficiency and reclassification. 2023 CA Dashboard data indicated a "red" (lowest) performance level for EL students at Bonsall Elementary School as measured by the English Learner Progress Indicator. Teachers and staff will focus on increasing the achievement of English Learners by: 1. Implementing the California English Language Development (ELD) Standards.	$424,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Providing support for leveled ELD instruction to target proficiency levels. 3. Providing targeted support for General Education Teachers, Education Specialists, EL Resource Teachers, and support staff to increase understanding of EL proficiency levels, ELPAC requirements, alternative assessments, and effective instructional strategies to support integrated and designated ELD. 4. Providing follow-up support for EL Resource Teachers on implications of language and learning disabilities and training for EL Resource Teachers on coaching and support of EL instructional strategies. 5. Developing an implementation plan for use of the Ellevation platform to monitor progress, set goals, increase reclassification rates, and improve academic outcomes for our English Learners. 6. Continuing to provide bilingual paraprofessionals who support English Learners and EL Resource Teachers. Funding: Title I LCFF		
3.11	Summer Learning Program	BUSD will implement a Summer Learning Program in grades TK-12. The plan will include targeted instruction in ELA and Math supports. The plan consists of an intentional focus on Tier 1 and 2 unduplicated students and students with unique needs. Funding: LCFF	$45,000.00	Yes
3.12	Expanded Learning Opportunities	BUSD will implement an Expanded Learning Opportunities Program in grades TK-12. The plan will include targeted instruction and support in ELA and Math. The plan includes an intentional focus on Tier 1 and 2	$895,151.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated students and students with unique needs. The plan also includes opportunities for enrichment and acceleration for gifted/advanced learners. Unduplicated students are provided all expanded learning opportunities at no cost. Funding: ELO-P		
3.13	Early College and Future Readiness	BUSD will continue to develop an equitable Early College program and provide opportunities for all students to earn college credits while in high school. Based on the 2024 College and Career Indicator on the California School Dashboard, all BUSD students are low for college and career readiness, especially among our Hispanic, homeless, and socioeconomically disadvantaged students. Students who demonstrate success in college courses also display characteristics of college and career readiness. 1. BUSD will support the role of an Early College/CTE Coordinator to provide an equitable program for all students. Program data will be reviewed and analyzed each term to address any equity gaps. 2. BUSD will continue to pay for student fees, textbooks, and materials for all dual enrollment courses for students taking college courses in the Early College program during the school day. 3. BUSD will expand transportation during school in-session days to the Palomar College Fallbrook campus for students taking Early College classes. 4. Student feedback will be gathered annually to support growth opportunities in the program. 5. Students will meet with the Early College Program Coordinator to develop personalized goals with the Early College program.	$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6. The Early College/CTE Coordinator will monitor student success in the Early College program and support students in developing college and career readiness skills through the CCGI platform. 7. BUSD will implement best practices in the Counseling department. Counselor presentations and workshops will be focused on supporting underrepresented populations with the intent to instill college and career readiness skills. Funding: LCFF MCEC		
3.14	Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning	Student-led conferences, reflective portfolios, and/or exhibitions of learning provide students with the opportunity to set and achieve goals and to practice self-reflection in pursuit of success. To this end, students in grades 4-8 will participate in student-led conferences and/or exhibitions of learning. Students in grade 11 or 12 will participate in reflective portfolios and/or exhibitions of learning.	$0.00	No
3.15	Long-Term English Learner Support (New)	Bonsall Unified School District will continue to provide both integrated and designated English Language Development (ELD) instruction to support English Learners (ELs) in developing English proficiency and achieving reclassification. According to the 2023 California School Dashboard, districtwide Long-Term English Learners (LTELs) are performing at the "red" level in both English Language Arts (ELA) and math. At Sullivan Middle School, EL students also received "red" performance levels in both ELA and math, highlighting the urgent need for targeted instructional support and intervention. Teachers and staff will focus on increasing the achievement of Long-Term English Learners by:	$497,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1. Implementing the California English Language Development (ELD) Standards. 2. Providing support for leveled ELD instruction to target proficiency levels. 3. Providing targeted support for General Education Teachers, Education Specialists, EL Resource Teachers, and support staff to increase understanding of EL proficiency levels, ELPAC requirements, alternative assessments, and effective instructional strategies to support integrated and designated ELD. 4. Providing follow-up support for EL Resource Teachers on implications of language and learning disabilities and training for EL Resource Teachers on coaching and support of EL instructional strategies. 5. Analyzing and restructuring schedules for Long-Term English Learners (LTELs) at the secondary level to address support for reclassification. 6. Providing professional development and support for General Education Teachers at the secondary level focused on differentiation of course content material for LTELs. 7. Developing an implementation plan for use of the Ellevation platform to monitor progress, set goals, increase reclassification rates, and improve academic outcomes for our English Learners. 8. Continuing to provide bilingual paraprofessionals who support English Learners and EL Resource Teachers. Funding: Title I LCFF		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,272,713	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.493%	0.000%	$0.00	9.493%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Bonsall Forward Initiative **Need:** Our unduplicated student populations demonstrate lower levels of preparedness in comparison to other student groups according to the 2024 CA School Dashboard's College/Career Indicator.	The Bonsall Forward Initiative directly tackles the need to improve college and career readiness for unduplicated students through hands-on job shadowing experiences and incentive programs. By exposing students as early as 5th grade to STEM career environments aligned with their strengths and interests, the initiative builds awareness and motivation around future pathways at all school sites. Additionally, the sustained recognition, celebrations, and scholarship opportunities specifically geared towards	Metric 1.2, which includes progress on the College/Career Indicator, will be used to monitor effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	underrepresented groups in grades 6-12 provide encouragement and remove barriers for students to pursue higher education and career goals.This action is provided LEA-wide because exposing students at multiple grade levels, regardless of their background or status, to college and career readiness opportunities through hands-on experiences, incentives, and recognition can help bridge the achievement gap and ensure equitable access to future pathways for success.	
1.6	**Action:** Career Technical Education **Need:** Our unduplicated student populations demonstrate lower levels of preparedness in comparison to other student groups according to the 2024 CA School Dashboard's College/Career Indicator. **Scope:** Schoolwide	Expanding robust CTE pathway offerings in high-demand fields like software development and manufacturing provides unduplicated students with valuable skills and industry certifications to prepare them for direct workforce entry or continued career education. By reducing dropout rates, increasing on-time graduation, and developing essential college/career readiness competencies, a strengthened CTE program creates viable postsecondary opportunities tailored to the needs of low-income and other underrepresented student groups.This action is provided on a schoolwide basis because a robust CTE program aligned with high-demand fields and developing essential skills benefits all students, while also addressing the specific needs of unduplicated student populations.	Metric 1.2, which includes progress on the College/Career Indicator, will be used to monitor effectiveness.
1.8	**Action:** Progress Monitoring and Systematic Data Analysis **Need:** 2024 CA School Dashboard data indicates lower performance on ELA and Math for Long-Term English Learners, Students with Disabilities, and American Indian student	This LCAP action focuses on utilizing the i-Ready and STAR diagnostic assessments to monitor all students' progress in ELA and math throughout the year, which is especially crucial as they prepare for end-of-year state testing. By mandating these benchmarks for all students in grades K-12 and providing this action LEA-wide, teachers can analyze the data to pinpoint achievement levels and growth areas for unduplicated student groups	Metric 1.3, which includes progress on the SBAC Summative ELA and Math scores, will be used to monitor effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	groups as compared to other student groups, such as Two or More Races and White students. **Scope:** LEA-wide	in comparison to their peers. The professional learning component ensures staff have the skills to effectively use the assessment results for ongoing screening, progress monitoring, and implementing targeted interventions to accelerate learning for the district's 50% unduplicated student population.	
1.9	**Action:** Adequate Access to Technology **Need:** Feedback from DELAC indicated a need for increased access to technology, including hotspots and devices for unduplicated students. **Scope:** LEA-wide	This LCAP action aims to improve access to technology for unduplicated students through a comprehensive district technology plan. By prioritizing the procurement and integration of up-to-date devices, educational applications, network infrastructure, and cybersecurity measures, the plan ensures unduplicated groups like English learners, low-income, homeless, and foster youth have equitable access to technological tools essential for academic success. Additionally, the plan provides professional development for staff and educational opportunities for students and parents on the proper, safe utilization of hardware and software to cultivate digital literacy skills. This action is provided LEA-wide to ensure to ensure a consistent and unified approach to technology integration and to foster a more inclusive and equitable educational environment.	Metric 1.9 will be used to monitor the effectiveness of this action.
2.3	**Action:** Educational Partner Engagement **Need:** Educational Partner Engagement feedback from surveys and LCAP forums indicated a need for increased communication and engagement, specifically for our English learners. DELAC feedback specifically called for "increased communication on different	Continuing to hold required and local parent participation committee meetings and developing a Family Engagement Plan with educational partners can enhance communication and engagement with diverse groups, including English learner families. These efforts will foster collaboration between the district, educational partners, and families, facilitating increased awareness of community programs that can support various needs. This action is provided	Metrics 2.8 and 2.9 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	community programs that can assist with a variety of needs." **Scope:** LEA-wide	LEA-wide. Increasing multicultural events and celebrations at each school site will further strengthen connections between families and the school community, promoting inclusivity and cultural understanding.	
2.4	**Action:** Improve BUSD Attendance and Chronic Absenteeism Rates. **Need:** Data from the CA School Dashboard for Chronic absenteeism shows a "red" (lowest) performance level for all students at Bonsall Elementary, and for socio-economically disadvantaged students districtwide. **Scope:** LEA-wide	Establishing school site attendance teams with a focus on monitoring attendance for students, including SED, HOM, AI, EL, and FY, will directly address the need to improve chronic absenteeism and attendance for unduplicated students. By meeting regularly to analyze data and track progress, these teams can identify trends and implement targeted interventions to support students with attendance challenges. Additionally, initiatives such as accurate reporting of attendance, parental notification of absences, promotion of positive attendance behaviors, and timely scheduling of support meetings like SART and SARB will further contribute to improving overall attendance rates and reducing chronic absenteeism. This action is provided on an LEA-wide basis to improve attendance and address the chronic absenteeism with a consistent and uniform approach at all sites.	Metrics 2.1 and 2.6 will be used to monitor the effectiveness of this action.
2.6	**Action:** Increased Systems of Support **Need:** 2024 CA Dashboard data reflects lower performance levels for Long-Term English Learners, American Indian, and Students with Disabilities on measurements of academics and behavior.	Implementing an MTSS framework will directly address the identified need by providing a systematic approach to supporting EL and SED students in academics and behavior. Through screening, progress monitoring, and targeted interventions, the framework ensures that high-needs students, including HOM, EL, and FY students, receive the necessary academic, social-emotional, and behavioral support. Additionally, initiatives such as professional development, hiring	Metrics 2.3, 2.4, and 2.5 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	MTSS TOSAs, developing school intervention teams, utilizing data-driven software, funding additional staffing for behavior management, and maintaining counseling support will further enhance the effectiveness of the MTSS framework in improving outcomes for these student populations.This action is provided LEA-wide to ensure all students, particularly high-needs groups like English Learners and socio-economically disadvantaged students, receive consistent, targeted support to improve academic and behavioral outcomes..	
2.8	**Action:** Comprehensive Arts Program **Need:** 2024 CA Dashboard data reflects lower performance levels for Long-Term English Learners, American Indian, and Students with Disabilities on measurements of academics and behavior. **Scope:** LEA-wide	This action can positively impact school climate and sense of belonging for unduplicated students in several ways. Exposure to arts education has been shown to boost engagement, self-esteem, and social-emotional development. Moreover, by intentionally incorporating culturally responsive arts curriculum and activities that celebrate student diversity, the plan fosters a greater sense of inclusion and validation for unduplicated students. This culturally affirming approach to arts instruction can deepen connections to school and learning, thereby supporting improved academic outcomes, positive behavior, and increased attendance for these student groups. This action is provided LEA-wide to enhance school climate and belonging for students by promoting engagement, self-esteem, and social-emotional development through culturally responsive arts education at all school sites.	Metric 2.14 will be used to monitor effectiveness of this action.
2.9	**Action:** Future Readiness and High School Graduation Supports **Need:**	This action will directly address the identified need by providing early and comprehensive support to underrepresented populations, including EL, SWD, SED, and first-generation students. By utilizing resources like the California College Guidance	Metric 2.2 and 2.3 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated student populations demonstrate lower levels of preparedness in comparison to other student groups according to the 2024 CA School Dashboard's College/Career Indicator. **Scope:** Schoolwide	Initiative (CCGI) platform and providing in-depth information, data-driven tools, and before/after school opportunities, students will be better equipped to navigate their educational journeys, improve A-G completion, high school graduation, and college admissions rates. Additionally, the implementation of interest profilers, skills assessments, and credit recovery programs will further support students in setting goals, planning coursework, and achieving academic success, thereby increasing their college and career readiness. Providing this action on a schoolwide basis promotes a cohesive and supportive educational environment where all students can benefit from shared resources and opportunities, fostering a culture of collective academic excellence and readiness.	
2.10	**Action:** Counseling Services and Social-Emotional Learning **Need:** 2024 CA Dashboard data reflects lower performance levels for Long-Term English Learners, and American Indian on measurements of academics and behavior. **Scope:** LEA-wide	The actions outlined for BUSD counselors will directly contribute to improving measurements of academics and behavior for unduplicated students, particularly EL and SED students. By implementing systems to measure baseline data, providing targeted support through mentoring and individual meetings, participating in the Student Study Team process, and offering direct classroom instruction, counselors can address social-emotional needs and facilitate academic growth. Additionally, their involvement in monitoring attendance, behavior, and academic performance, as well as providing small group interventions, will help to ensure that unduplicated students receive the necessary support to succeed academically and behaviorally. Providing these actions on an LEA-wide basis promotes a unified approach to student support, enhancing overall school climate and maximizing resources.	Metrics 2.3, 2.4, and 2.5 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.11	**Action:** Equity and Inclusion **Need:** Educational Partner Engagement feedback from surveys and LCAP forums indicated a need for increased awareness of diversity, inclusivity, and cultural recognition, specifically for more marginalized student groups. Feedback called for more opportunity for incorporating voice, especially that of students. NLAC expressed a desire to continue the work of our equity team, including staff professional development and culturally responsive curriculum design. **Scope:** LEA-wide	Continuing collaboration on a districtwide Equity and Inclusion Team and Plan will address the need for increased awareness of diversity, inclusivity, and cultural recognition in BUSD. By amplifying the voices of marginalized student groups and focusing on cultural diversity, the Equity team will foster an environment that values cultural identity and mitigates racial disproportionality. Through staff professional development, culturally reflective curriculum development, and participation in equity-focused conferences, BUSD will enhance cultural responsiveness and inclusivity, creating a more equitable educational experience for all students. Implementing this action LEA-wide ensures all students benefit from these efforts, fostering a supportive educational environment across the district.	Metrics 2.10 and 2.11 will be used to monitor effectiveness of this action.
2.12	**Action:** Student Health Support **Need:** Educational Partner Engagement feedback from surveys and LCAP forums indicated a need for improving student well-being and support services, especially for more marginalized student groups. **Scope:** LEA-wide	Continuing to provide health services for high-needs students, particularly FY, EL, SED, and HOM, will directly address the identified need for improving student well-being and support services. By ensuring the presence of Health Clerks/Technicians at all sites and a district Nurse, BUSD will enhance access to vital health resources and support for students. Additionally, the administration of vision and hearing testing by BUSD health staff will contribute to identifying and addressing potential health issues early, promoting the overall well-being of students, especially those who may face additional challenges. Offering health services on an LEA-wide basis promotes a comprehensive approach to student well-being, ensuring that all students have access to essential resources and support.	Metric 2.12 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.13	**Action:** Transportation Services **Need:** Educational Partner Engagement feedback from surveys and LCAP forums indicated a need for improving support services, especially for more marginalized student groups. Transportation can be an obstacle that prevents our unduplicated students from attending school. **Scope:** LEA-wide	Continuing to provide transportation support for SED, HOM, FY, AI, and Migrant students directly addresses the identified need for improving support services, particularly for marginalized student groups, in BUSD. By ensuring access to transportation, the district removes a significant barrier that may otherwise prevent unduplicated students from attending school regularly. This action promotes equity by facilitating equal access to education and support services, ultimately contributing to improved academic outcomes and overall well-being for these students. Providing transportation support district-wide promotes inclusivity and ensures that all students, regardless of their background or circumstances, have equal access to educational opportunities and support services, fostering a more equitable learning environment across BUSD.	Metric 2.13 will be used to monitor the effectiveness of this action.
3.2	**Action:** Literacy Achievement **Need:** 2024 CA School Dashboard data indicates lower performance on ELA for Long-Term English Learners, Students with Disabilities, and American Indian student groups as compared to other student groups, such Multiple Races/Two or More and White students. **Scope:** LEA-wide	This action aims to boost ELA performance, especially for underperforming unduplicated students, through data-driven literacy instruction. Key strategies include using assessment data for skills-based reading groups, implementing structured literacy blocks with research-based curricula and personalized learning tools, and developing a comprehensive district-wide literacy plan. This targeted, unified approach to literacy instruction aims to tailor support for individual student needs and improve overall achievement. Implementing this action on an LEA-wide basis ensures consistent, data-driven literacy instruction for all students, fostering academic growth and achievement across the district.	Metrics 3.4 and 3.7 will be used to monitor the effectiveness of this action.
3.3	**Action:** Math Achievement	This action aims to boost math achievement through dedicated daily math instruction across all	Metrics 3.4 and 3.7 will be used to monitor the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2024 CA School Dashboard data indicates lower performance on Math for Long-Term English Learners, and Students with Disabilities student groups as compared to other student groups, such Multiple Races/Two or More and White students. **Scope:** LEA-wide	grade levels, combined with strategic use of personalized math software like iReady Math, STAR Math, ST Math, and Freckle Math. These digital platforms will provide supplemental instruction tailored to individual student needs, as well as targeted intervention for unduplicated students showing lower math proficiency based on assessment data. By implementing consistent math instruction alongside data-driven digital interventions, the district can better support unduplicated students in building core math skills. Providing this action district-wide ensures a consistent approach to math instruction and intervention, providing all students with the necessary support to develop strong mathematical skills and achieve academic success, thus promoting equity and excellence across the district.	effectiveness of this action.
3.8	**Action:** Summer Institute **Need:** 2024 CA Dashboard data reflects lower performance levels for Long-Term English Learners, and American Indian on measurements of academics and behavior **Scope:** LEA-wide	Targeted professional development for teachers and staff, with a focus on supporting EL, SED, HOM students, aims to equip educators with strategies to better serve these student populations. By collaboratively planning PD around implementing new curricula, intervention software, and policy changes, the district can build capacity for more effectively meeting the unique academic and behavioral needs of EL and SED students. Enhancing teacher skills through specialized training should lead to improved outcomes on measures of academics and behavior for these vulnerable groups. Implementing this professional development district-wide ensures that all teachers and staff are equipped with the necessary skills and strategies to support diverse student populations effectively,	Metrics 3.4, 3.5, 3.6, and 3.7 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		fostering academic success and positive behavioral outcomes across the entire district.	
3.11	**Action:** Summer Learning Program **Need:** 2024 CA Dashboard data reflects lower performance levels for Long-Term English Learners, and American Indian on measurements of academics and behavior **Scope:** LEA-wide	Implementing a Summer Learning Program districtwide provides an extended learning opportunity specifically geared towards unduplicated and high-need students at all school sites. By offering targeted instruction in core subjects like ELA and math during the summer months, the program can help accelerate learning and prevent excessive skill regression for these vulnerable populations. Addressing academic gaps through this additional instructional time has the potential to boost achievement levels and reduce behavioral issues associated with academic frustration for unduplicated students.	Metric 3.4 and 3.7 will be used to monitor effectiveness of this action.
3.13	**Action:** Early College and Future Readiness **Need:** Our unduplicated student populations demonstrate lower levels of preparedness in comparison to other student groups according to the 2024 CA School Dashboard's College/Career Indicator. **Scope:** Schoolwide	The district's focused efforts to develop an equitable Early College program at Bonsall High School remove financial barriers and provide targeted support to increase participation among unduplicated student groups like HI, EL, HOM, and SED students. By covering costs, offering transportation, personalized goal-setting, monitoring student success, and implementing counseling best practices aimed at underrepresented populations, these actions directly facilitate college exposure and skill building to improve college admissions and future readiness outcomes for unduplicated students.Implementing the program schoolwide ensures that all students have access to the same opportunities, resources, and support systems, promoting a more inclusive and equitable learning environment. It also strengthens the program by maximizing its reach and impact, allowing for greater collaboration, shared experiences, and a	Metrics 3.8, 3.9, and 3.11 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		unified approach to student success across the entire school community.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** English Learner Parent Supports **Need:** Educational Partner Engagement feedback from surveys and LCAP forums indicated a need for increased communication and engagement, specifically for our English learners. DELAC feedback specifically called for "increased communication on different community programs that can assist with a variety of needs." **Scope:** Limited to Unduplicated Student Group(s)	This LCAP action aims to improve communication and engagement for English learner students and families through a multifaceted approach. Initiatives like hosting Parent University workshops at school sites, providing translation and interpretation services for meetings and communications, and offering parent workshops facilitated by a community liaison help bridge language barriers. Additionally, connecting English learner families to local resources and support services removes potential barriers to their involvement.	Metrics 2.8 and 2.9 will be used to monitor effectiveness of this action.
2.2	**Action:** English Learner Reclassification Recognition Events **Need:** English learner reclassification enables students to fully access core content and achieve greater academic success, including	A districtwide reclassification celebration/event for English learner students who reclassify can serve as a powerful acknowledgment of their academic achievements and language proficiency milestones. Recognizing their accomplishments not only instills a sense of pride and validation among reclassified students, but also fosters a culture of inclusivity and support within the district	Metrics 2.3, 2.8, and 2.9 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	graduating on time. DELAC feedback also called for more celebrations of student success and more strategies to motivate students. **Scope:** Limited to Unduplicated Student Group(s)	community. Furthermore, such events can inspire and motivate other English learner students by showcasing tangible examples of success and reinforcing the importance of perseverance and dedication in their academic journey.	
3.10	**Action:** English Learner Supports **Need:** 2024 CA School Dashboard data indicates lower performance on ELA for ELs as compared to other student groups, such as MR and WH students. In addition, ELs at BES showed a "red" (lowest) performance level for the ELPI. **Scope:** Limited to Unduplicated Student Group(s)	This comprehensive action plan targets improving English language development (ELD) instruction and support for English Learners at all proficiency levels. By implementing the CA ELD standards, providing leveled ELD instruction, enhancing teacher training on EL strategies, analyzing LTEL schedules for maximized support, utilizing an EL monitoring platform, and maintaining bilingual paraprofessionals, the district aims to accelerate English proficiency and reclassification rates. These targeted efforts to boost integrated and designated ELD should lead to increased academic achievement and improved behavioral outcomes for ELs.	Metrics 3.5 and 3.6 will be used to monitor the effectiveness of this action.
3.15	**Action:** Long-Term English Learner Support (New) **Need:** Long- Term English Learners **Scope:** Limited to Unduplicated Student Group(s)	This action is strategically designed to address the identified academic and language development needs of Long-Term English Learners (LTELs) at the secondary level. Data from Sullivan Middle School highlights significant performance gaps for LTELs in both English Language Arts and math; similar patterns are evident at Bonsall High School. In response, the action includes targeted interventions such as differentiated instruction, small-group support focused on literacy and academic vocabulary, and both integrated and designated ELD instruction.	Metrics 1.3, 3.4, and 3.9 will be used to monitor effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		To further address these needs, the action also expands access to instructional scaffolds, tutoring, and professional development for educators on effective strategies for teaching LTELs and monitoring their progress. These components are designed not only to re-engage LTELs but also to accelerate English language acquisition and improve academic achievement in core subject areas.	

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,939,877	2,272,713	9.493%	0.000%	9.493%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,689,089.84	$2,279,277.16	$1,648,733.00	$308,745.00	$8,925,845.00	$6,088,820.00	$2,837,025.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Annual Educational Partner Surveys regarding LCAP and School Climate.	All	No			All Schools	3 Years	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	
1	1.2	Core Content Textbook Adoptions and High Quality Instructional Materials.	All	No			All Schools	3 Years	$0.00	$333,964.00	$160,379.84	$173,584.16			$333,964.00	
1	1.3	Recruit and Retain Effective Staff	All	No			All Schools	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Adequate Resources and Safe and Clean Facilities for Students and Staff	All	No			All Schools	3 Years	$464,548.00	$607,299.00	$1,071,847.00				$1,071,847.00	
1	1.5	Bonsall Forward Initiative	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$35,000.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00	
1	1.6	Career Technical Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	1 Year	$553,775.00	$458,190.00	$100,000.00	$615,500.00	$296,465.00		$1,011,965.00	
1	1.7	Implementation of State Academic Standards - ELA, Math, History/Social Science & Science	All	No			All Schools	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Progress Monitoring and Systematic Data Analysis	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 Years	$0.00	$96,487.00	$96,487.00				$96,487.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Adequate Access to Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$0.00	$140,000.00	$140,000.00				$140,000.00	
1	1.10	Comprehensive School Site Safety Plans	All	No			All Schools	3 Years	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	English Learner Parent Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	$18,000.00	$12,000.00	$25,877.00			$4,123.00	$30,000.00	
2	2.2	English Learner Reclassification Recognition Events	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.3	Educational Partner Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$65,000.00	$0.00	$45,000.00			$20,000.00	$65,000.00	
2	2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$62,733.00	$0.00	$62,733.00				$62,733.00	
2	2.5	Communications through websites, social media, and other community outreach	All	No			All Schools	3 Years	$127,000.00	$20,000.00	$147,000.00				$147,000.00	
2	2.6	Increased Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$452,180.00	$28,400.00	$353,257.00	$43,158.00		$84,165.00	$480,580.00	
2	2.7	Physical Education/Athletics	All	No			All Schools	3 Years	$0.00	$35,000.00	$35,000.00				$35,000.00	
2	2.8	Comprehensive Arts Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	$914,072.00	$35,000.00	$211,103.00	$529,884.00	$208,085.00		$949,072.00	
2	2.9	Future Readiness and High School Graduation Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sullivan Middle School and	3 Years	$86,637.00	$25,000.00	$111,637.00				$111,637.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Bonsall High School 6-12									
2	**2.10**	Counseling Services and Social-Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$613,083.00	$0.00	$308,749.00		$304,334.00		$613,083.00	
2	**2.11**	Equity and Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$6,500.00	$0.00	$6,500.00				$6,500.00	
2	**2.12**	Student Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$420,214.00	$60,000.00	$211,620.00		$268,594.00		$480,214.00	
2	**2.13**	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$820,795.00	$330,000.00	$579,540.00		$571,255.00		$1,150,795.00	
2	**2.14**	Special Education Community Advisory Committee	Students with Disabilities	No			All Schools	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.1**	Learning Walks	All	No			All Schools	3 Years	$2,000.00	$0.00		$2,000.00			$2,000.00	
3	**3.2**	Literacy Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 Years	$0.00	$36,275.00	$22,888.00			$13,387.00	$36,275.00	
3	**3.3**	Math Achievement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	3 Years	$0.00	$23,700.00	$15,100.00			$8,600.00	$23,700.00	
3	**3.4**	Professional Development	All	No			All Schools	3 Years	$34,960.00	$20,000.00				$54,960.00	$54,960.00	
3	**3.5**	Special Education Professional Development	Students with Disabilities	No			All Schools	3 Years	$0.00	$10,000.00		$10,000.00			$10,000.00	
3	**3.6**	District Writing Program	All	No			All Schools	3 Years	$3,000.00	$0.00	$1,500.00			$1,500.00	$3,000.00	
3	**3.7**	Update Library Publication Dates	All	No			All Schools	3 Years	$20,000.00	$0.00	$20,000.00				$20,000.00	
3	**3.8**	Summer Institute	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	3 Years	$20,000.00	$10,000.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.9**	School Year Kick-Off Event	All	No			All Schools	3 Years	$0.00	$10,000.00	$10,000.00				$10,000.00	
3	**3.10**	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	$424,050.00	$0.00	$373,334.00			$50,716.00	$424,050.00	
3	**3.11**	Summer Learning Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$45,000.00	$0.00	$45,000.00				$45,000.00	
3	**3.12**	Expanded Learning Opportunities	All	No			All Schools	3 Years	$422,441.00	$472,710.00		$895,151.00			$895,151.00	
3	**3.13**	Early College and Future Readiness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	3 Years	$15,000.00	$27,000.00	$32,000.00	$10,000.00			$42,000.00	
3	**3.14**	Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning	All	No			All Schools	3 Years	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	**3.15**	Long-Term English Learner Support (New)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sullivan Middle and Bonsall High School 6-12	3 Years	$497,832.00	$0.00	$426,538.00			$71,294.00	$497,832.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
23,939,877	2,272,713	9.493%	0.000%	9.493%	$3,234,863.00	0.000%	13.512 %	**Total:**	$3,234,863.00
								LEA-wide Total:	$2,162,977.00
								Limited Total:	$828,249.00
								Schoolwide Total:	$243,637.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Bonsall Forward Initiative	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.6	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	$100,000.00	
1	1.8	Progress Monitoring and Systematic Data Analysis	Yes	LEA-wide	English Learners Low Income	All Schools	$96,487.00	
1	1.9	Adequate Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
2	2.1	English Learner Parent Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$25,877.00	
2	2.2	English Learner Reclassification Recognition Events	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
2	2.3	Educational Partner Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	$45,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,733.00	
2	2.6	Increased Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$353,257.00	
2	2.8	Comprehensive Arts Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$211,103.00	
2	2.9	Future Readiness and High School Graduation Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sullivan Middle School and Bonsall High School 6-12	$111,637.00	
2	2.10	Counseling Services and Social-Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,749.00	
2	2.11	Equity and Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
2	2.12	Student Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$211,620.00	
2	2.13	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,540.00	
3	3.2	Literacy Achievement	Yes	LEA-wide	English Learners Low Income	All Schools	$22,888.00	
3	3.3	Math Achievement	Yes	LEA-wide	English Learners Low Income	All Schools	$15,100.00	
3	3.8	Summer Institute	Yes	LEA-wide	English Learners Low Income	All Schools	$30,000.00	
3	3.10	English Learner Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$373,334.00	
3	3.11	Summer Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.13	Early College and Future Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	$32,000.00	
3	3.15	Long-Term English Learner Support (New)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sullivan Middle and Bonsall High School 6-12	$426,538.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,173,790.00	$8,308,770.04

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Annual Educational Partner Surveys regarding LCAP and School Climate.	No	$2,000.00	$3,450.00
1	**1.2**	Core Content Textbook Adoptions and High Quality Instructional Materials.	No	$350,052.00	$309,182.50
1	**1.3**	Recruit and Retain Effective Staff	No	$49,000.00	$44,841.45
1	**1.4**	Adequate Resources and Safe and Clean Facilities for Students and Staff	No	$1,020,000.00	$1,046,419
1	**1.5**	Bonsall Forward Initiative	Yes	$43,000.00	$50,598.68
1	**1.6**	Career Technical Education	Yes	$592,684.00	$637,170.03
1	**1.7**	Implementation of State Academic Standards - ELA, Math, History/Social Science & Science	No	$0.00	0.00
1	**1.8**	Progress Monitoring and Systematic Data Analysis	Yes	$76,778.00	$52,194.50
1	**1.9**	Adequate Access to Technology	Yes	$152,000.00	$157,530.70

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Comprehensive School Site Safety Plans	No	$5,000.00	$6,037.13
2	2.1	English Learner Parent Supports	Yes	$30,000.00	$30,091.16
2	2.2	English Learner Reclassification Recognition Events	Yes	$2,500.00	$2,250
2	2.3	Educational Partner Engagement	Yes	$65,000.00	$65,780.00
2	2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	Yes	$60,214.00	$56,696.35
2	2.5	Communications through websites, social media, and other community outreach	No	$123,000.00	$129,549.00
2	2.6	Increased Systems of Support	Yes	$322,619.00	$320,853.87
2	2.7	Physical Education/Athletics	No	$35,000.00	$38,212.67
2	2.8	Comprehensive Arts Program	Yes	$858,665.00	$903,280.00
2	2.9	Future Readiness and High School Graduation Supports	Yes	$95,175.00	$99,699.00
2	2.10	Counseling Services and Social-Emotional Learning	Yes	$681,350.00	$716,007
2	2.11	Equity and Inclusion	Yes	$15,000.00	$6,018.00
2	2.12	Student Health Support	Yes	$471,000.00	$513,559
2	2.13	Transportation Services	Yes	$1,032,000.00	1,102,267.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.14	Special Education Community Advisory Committee	No	$0.00	0
3	3.1	Learning Walks	No	$5,000.00	3530.69
3	3.2	Literacy Achievement	Yes	$18,950.00	$22,186.60
3	3.3	Math Achievement	Yes	$25,700.00	$23,634.00
3	3.4	Professional Development	No	$52,000.00	$50,852.06
3	3.5	Special Education Professional Development	No	$10,000.00	$9,252.41
3	3.6	District Writing Program	No	$5,000.00	2831.00
3	3.7	Update Library Publication Dates	No	$20,000.00	$21,814.69
3	3.8	Summer Institute	Yes	$30,000.00	$33,666.00
3	3.9	School Year Kick-Off Event	No	$15,000.00	$10,023.85
3	3.10	English Learner Supports	Yes	$864,352.00	$858,082.81
3	3.11	Summer Learning Program	Yes	$45,000.00	$45,000.00
3	3.12	Expanded Learning Opportunities	No	$961,521.00	$895,151

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.13**	Early College and Future Readiness	Yes	$39,230.00	$41,056.93
3	**3.14**	Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,053,199	$2,617,635.00	$2,814,123.65	($196,488.65)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Bonsall Forward Initiative	Yes	$35,000.00	38,000		
1	1.6	Career Technical Education	Yes	$196,000.00	195,825		
1	1.8	Progress Monitoring and Systematic Data Analysis	Yes	$76,778.00	52,194.50		
1	1.9	Adequate Access to Technology	Yes	$152,000.00	157,530.70		
2	2.1	English Learner Parent Supports	Yes	$25,000.00	30,091.16		
2	2.2	English Learner Reclassification Recognition Events	Yes	$2,500.00	2,250		
2	2.3	Educational Partner Engagement	Yes	$45,000.00	45,000		
2	2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	Yes	$60,214.00	56,696.35		
2	2.6	Increased Systems of Support	Yes	$133,597.00	128,475		
2	2.8	Comprehensive Arts Program	Yes	$176,218.00	268,044		
2	2.9	Future Readiness and High School Graduation Supports	Yes	$25,000.00	25,000		
2	2.10	Counseling Services and Social-Emotional Learning	Yes	$178,226.00	180,250		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.11	Equity and Inclusion	Yes	$5,000.00	6,018		
2	2.12	Student Health Support	Yes	$196,784.00	199,000		
2	2.13	Transportation Services	Yes	$431,170.00	425,000		
3	3.2	Literacy Achievement	Yes	$11,500.00	11,500		
3	3.3	Math Achievement	Yes	$15,500.00	15,443.20		
3	3.8	Summer Institute	Yes	$15,000.00	33,666		
3	3.10	English Learner Supports	Yes	$752,918.00	858,082.81		
3	3.11	Summer Learning Program	Yes	$45,000.00	45,000		
3	3.13	Early College and Future Readiness	Yes	$39,230.00	41,056.93		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
23,174,679	2,053,199	0	8.860%	$2,814,123.65	0.000%	12.143%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

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