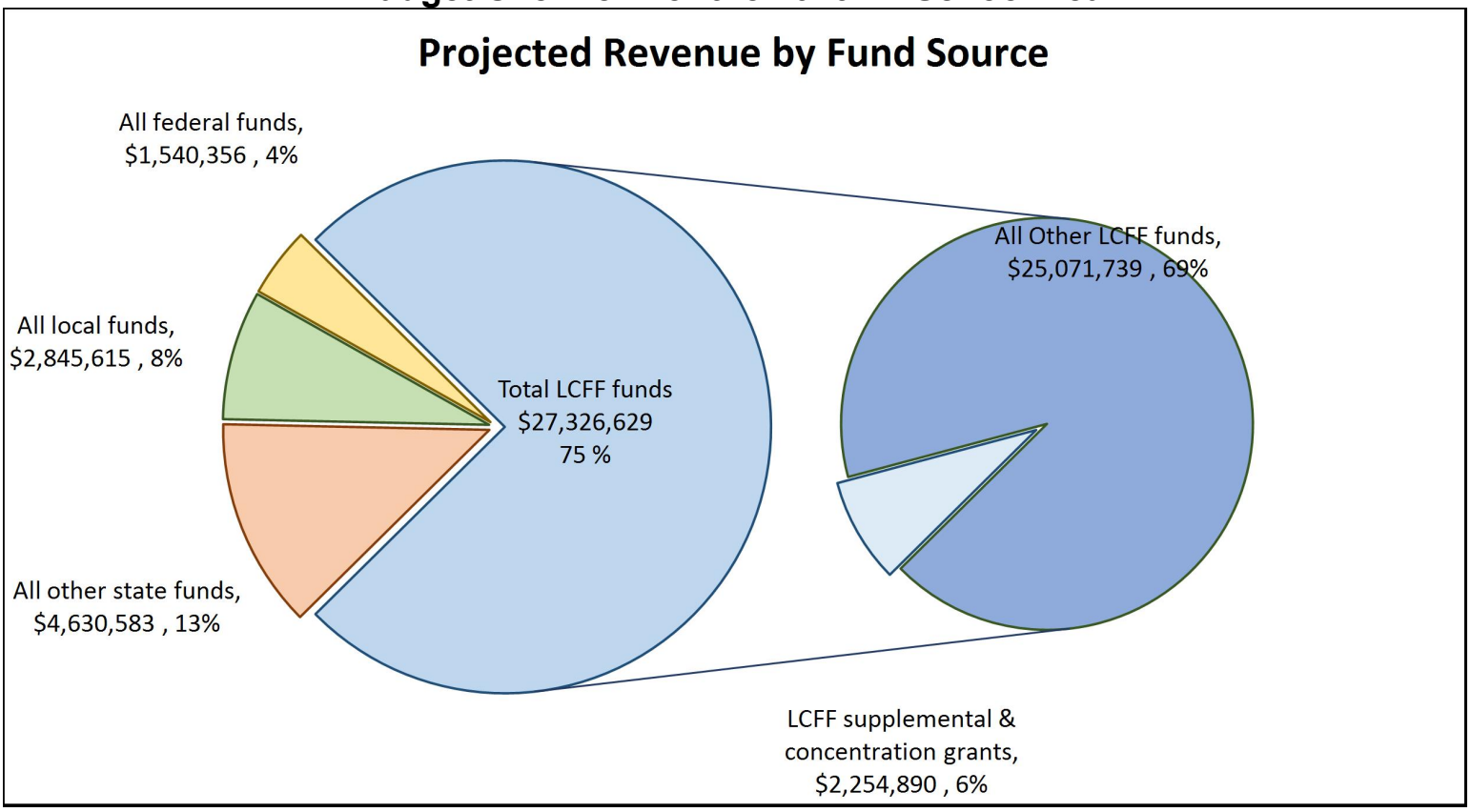
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bonsall Unified School District
CDS Code: 37768510000000
School Year: 2026-27
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 2026-27 School Year

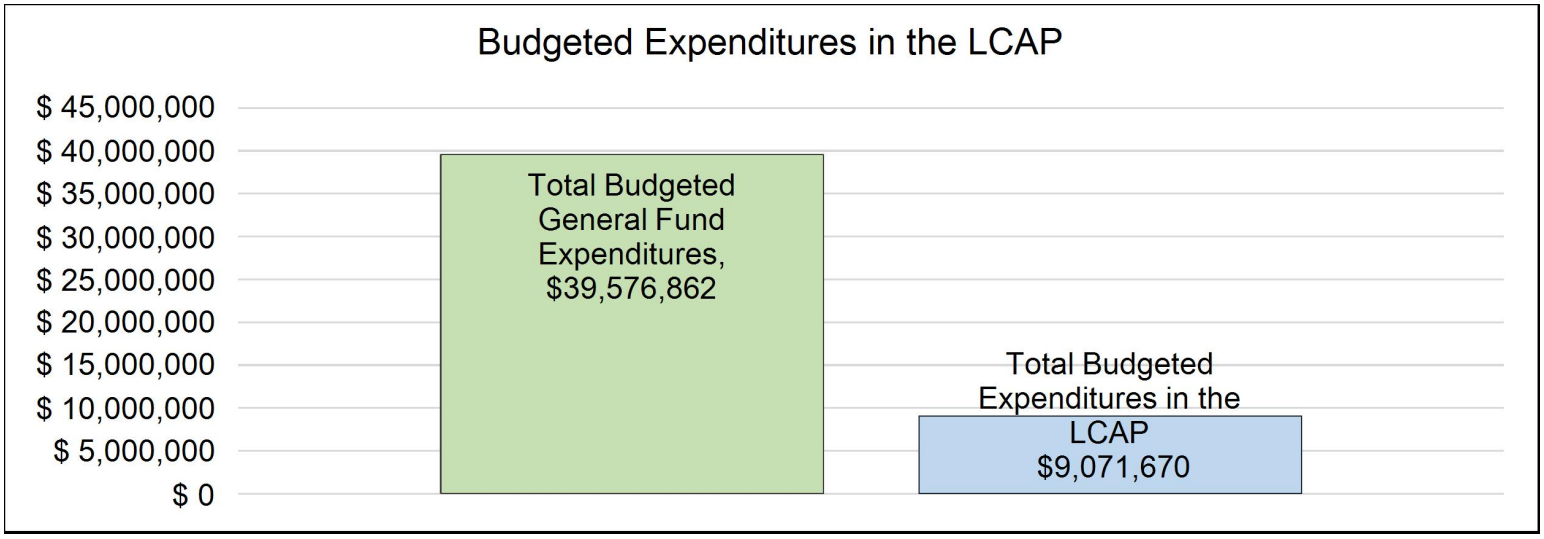


This chart shows the total general purpose revenue Bonsall Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bonsall Unified School District is $36,343,183, of which $27,326,629 is Local Control Funding Formula (LCFF), $4,630,583 is other state funds, $2,845,615 is local funds, and $1,540,356 is federal funds. Of the $27,326,629 in LCFF Funds, $2,254,890 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 2026-27. 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 $39,576,862 for the 2026-27 school year. Of that amount, $9,071,670 is tied to actions/services in the LCAP and $30,505,192 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

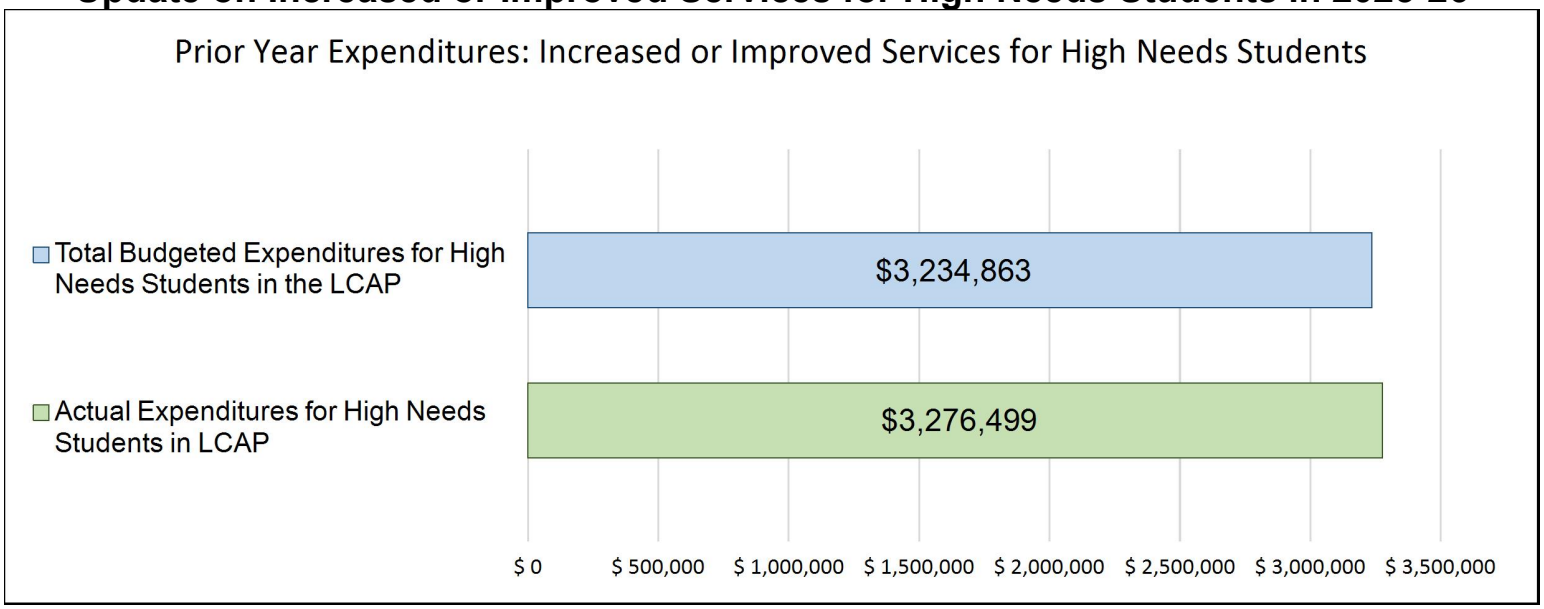
General Fund budget expenditures not included in the LCAP include Special Education expenditures, capital expenditures, and contributions to other funds. In addition, only a small portion of teacher salaries is included in the LCAP. Other General Fund expenditures not fully reflected in the LCAP include salaries and benefits for employees and administrative personnel.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bonsall Unified School District is projecting it will receive $2,254,890 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 $3,400,743 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 2025-26



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 2025-26, Bonsall Unified School District's LCAP budgeted $3,234,863 for planned actions to increase or improve services for high needs students. Bonsall Unified School District actually spent $3,276,499 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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 and our five-year strategic plan, 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 we have co-constructed describes our whole-learner outcomes. The Learner Profile defines the skills and dispositions we expect learners to develop and demonstrate, as well as the educator competencies 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 and our North Star (5-year strategic plan), it is serving as a guide for decision-making and prioritization. It 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 2024, the population of Bonsall was 4,332 (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 2,127 students in grades TK-12. The BUSD schools are:

Elementary Schools:

- Bonsall Elementary School, Enrollment 905
- Bonsall West Elementary School, Enrollment 401

Middle School:

- Sullivan Middle School, Enrollment 527

High School:

- Bonsall High School, Enrollment 294

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 50 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 40% White, 40% Hispanic, 4% American Indian, 2% Asian, 1% African American, .28% Pacific Islanders, and Multi-Race 9%. Our socio-economically disadvantaged (45%), English Learners (8%), and Special Education (22%) 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%)
- Foster Youth (0.1%)
- Socioeconomically Disadvantaged (45%)

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% (958 students).

The following are distinctions that refine the composition of the district’s students
- Reclassified Fluent English (5%)
- Homeless (4%)
- Students with Disabilities (22%)

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 coursework. Intervention programs include Newsela ELA, Freckle English, Freckle Math, iReady, 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 to ensure that 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 2025-26 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.

2025 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 continue to decrease from 12.5% to 11.3%. Suspension rates in the district have remained steady from 2% to 2.7%. Our English learner reclassification rate decreased slightly from 14.3% to 13%. While SBAC scores are not yet at pre-pandemic levels, we are seeing steady progress, with 52.62% of students meeting or exceeding standards in ELA and 40.25% in Mathematics, both above California averages and approaching San Diego County performance levels, and elementary students using i-Ready also demonstrated growth from fall to winter assessments. These bright spots reflect the collective efforts of our students, families, teachers, and staff, and 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 continue to indicate opportunities for improvement across some metrics. Despite outperforming the state overall on the ELA and math assessments, we have two student groups scoring in the "red" ranges, indicating a need for more intensive, differentiated instruction. CA Dashboard 2025 data indicate ongoing disparities in ELA and Math performance, particularly among Bonsall High School students, with Hispanic students experiencing the most significant gaps. Hispanic student group received a "red" (lowest) performance level in ELA and math at Bonsall High. Sullivan Middle School Students with Disabilities received a "red" (lowest) performance level in math. At the district level, students with disabilities and homeless youth 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 2025 California School Dashboard indicates that the American Indian, English Learner, and Long-term English Learner student group in our district received a "red" performance level for suspension rate, indicating an increase of 0.7%. 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 and Hispanic 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 and Hispanic communities and leverage the insights of the Native Learner Advisory Committee (NLAC) and the District English Language Advisory Committee (DELAC) to co-develop culturally relevant and respectful solutions. (Goal 2, Action 2.10, 2.11)

The increase in our A–G course completion rate from 38.9% to 64.1% represents a significant gain in college readiness and reflects a strong systemwide focus on expanding access, strengthening counseling supports, and monitoring student progress. This growth demonstrates that more students are graduating with the coursework required for university eligibility, and we will continue to build on this momentum by ensuring equitable access to rigorous courses and targeted supports so all students can complete the A–G sequence. Our high school graduation rate continues to rise, improving significantly, from 85.5% to 89.1%, while the dropout rate declined from 14.5% to 3.30% 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.

In 2025, 49.3% of English Learners made progress, reflecting a slight decline of 1% from the previous year and resulting in a “yellow” performance level on the California School Dashboard. A review of the 2025 Summative ELPAC and English Learner Progress Indicator data shows a generally stable performance with modest shifts in student outcomes compared to 2024. In 2025, 47.3% of English Learners progressed at least one ELPI level, reflecting an increase from 40.6% in 2024, while 30.8% of students maintained levels 1–3 and 2.1% maintained at Level 4. At the same time, 19.9% of students decreased at least one ELPI level, indicating a continued need to address regression for a subset of learners. Results underscore the need to strengthen targeted supports to accelerate progress for all English Learners. We anticipate improvements based on our planned actions, especially in Action 3.10.

These data highlight areas requiring focused attention and support, allowing us to strategically strengthen curriculum, instruction, Tier II interventions, professional development, and student services to better meet the needs of all learners.

LREBG funds were fully expended during the 2025–26 school year and were strategically aligned to support student wellness, engagement, and school climate initiatives under Goal 2. Funding supported Action 2.10 by providing school psychologist services to address students’ social-emotional, behavioral, and mental health needs. Funds were also utilized under Action 2.6 to maintain the Qualtrics data platform, which supports the collection and analysis of stakeholder feedback and student wellness data to inform continuous improvement efforts. In addition, LREBG funds supported elementary student leadership curriculum and activities under Action 2.10, providing students with opportunities to develop leadership skills, strengthen school connectedness, and promote positive school culture. These investments

supported the district's efforts to foster safe, supportive, and inclusive learning environments while strengthening student engagement and well-being.

The district plans to continue investing LREBG funding in these same actions during the 2026–27 school year.

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 indicate 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 culturally relevant and respectful solutions. (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 district-level 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, professional development, and student supports to uplift every learner.

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. 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 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 indicate 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.

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 2025 California School Dashboard based on the performance of the American Indian student group in two priority areas:**

Priority 5: Pupil Engagement – Chronic Absenteeism (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 the San Diego County Office of Education (SDCOE) to improve outcomes for American Indian students. This work includes active participation in required sessions, ongoing root cause and data analysis, and alignment of improvement efforts to the Local Control and Accountability Plan (LCAP).

April–June, 2025 – LCAP Alignment
The district-aligned Differentiated Assistance work directly aligns with the 2025–26 LCAP.
The LCAP reflects findings from root cause analysis, noting the need to better understand behaviors leading to suspensions and to strengthen the consistent use of restorative practices, culturally responsive supports, and trauma-informed care.

The district also identified the importance of strengthening partnerships with tribal communities and leveraging the Native Learner Advisory Committee (NLAC) to co-develop culturally relevant solutions.
This work is embedded in: Goal 2, Actions 2.10 and 2.11

July – Optional Work Time
The district used this time for continued reflection and planning; no formal deliverables were required.

August – Improvement Implementation (8/28/25)

Focused on engaging new team members, refining the improvement plan, establishing timelines, and clarifying roles and responsibilities for implementation moving forward.

September–October – Affinity Improvement Groups (9/24/25)

BUSD participated in and hosted an American Indian Affinity Group site visit on September 24.
Participants included district leaders, site staff, students, and a board member.
The session provided an opportunity to share progress, highlight strategies, and gather feedback to strengthen DA improvement efforts.

September–November – Implementation and Monitoring (11/17/25)

Continued implementation of improvement strategies focused on reducing suspensions and improving engagement for American Indian students.
Key activities included:
-Reviewing progress toward goals established in August
-Debriefing the Affinity Group site visit with partner districts
-Preparing for the California School Dashboard release
-Planned next steps included:
-Planning for an November 19, 2025, NLAC meeting to celebrate progress, introduce the Harmony Grant, and expand student support programs (e.g., Boys to Men)
-Expanding student support structures, including culturally responsive groups such as a high school Native girls group and an existing middle school group
-Reviewing and refining the use of a student data tracker to monitor progress and interventions
-Updating suspension data systems, including adding 2025–2026 data and expanding tracking to the elementary level
-Scheduling ongoing collaboration meetings (e.g., December 5 follow-up)

November – Coaching and Data Reflection
The district engaged in coaching sessions to reflect on progress toward improvement goals and to prepare a summary of implementation efforts.

December – Dashboard Data Analysis (12/05/25)

District leaders analyzed newly released California School Dashboard data.
The team reflected on:
-Alignment between implemented strategies and Dashboard outcomes
-Areas of progress and ongoing challenges
-Questions and insights related to why certain efforts may or may not yet be reflected in performance indicators

Outcomes and Continuous Improvement
BUSD remains committed to continuous improvement through intentional alignment of LCAP goals, data-driven decision-making, and strong collaboration with stakeholders, including tribal partners and the Native Learner Advisory Committee. The district is building capacity to implement restorative, culturally responsive systems that support student engagement and reduce suspensions.

Key next steps include:

Continuing to refine and implement improvement strategies aligned to identified root causes
Strengthening the use of data systems to monitor student progress and inform interventions
Expanding culturally responsive student supports and community partnerships
Using Dashboard data and ongoing reflection to guide sustained improvement efforts for the 2026–27 school year

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 5-Year Strategic Plan and TK - 6 Alignment (Promise), and needs

Educational Partner(s)	Process for Engagement
	3. Teachers were invited to LCAP Forums held at each school site in March 2026. 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 8/11/25, 8/12/25, 10/31/25, and 1/12/26, during which they provided feedback on the 5-Year Strategic Plan and TK - 6 Alignment (Promise). 6. Teacher leaders participate in site Instructional Leadership Meetings throughout the year. Principals shared information about the 5-year Strategic Plan and district goals/actions and elicited feedback from these groups to share with district leadership at our monthly Leadership Meeting. 7. Teacher representatives from our school sites participated in Bonsall USD 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 8/11/25, 8/12/25, 10/31/25, and 1/12/26, during which they provided feedback on the 5-Year Strategic Plan and TK - 6 Alignment (Promise), and development of goals and actions for the LCAP. 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 our 5-Year Strategic Plan and TK - 6 Alignment (Promise), and elicited feedback from these groups to share with district leadership at our twice-monthly Leadership Meeting. 4. Principals and Administrators participate in monthly Leadership Meetings. Each meeting involved discussion of feedback, drafting of the 5-Year Strategic Plan and TK - 6 Alignment (Promise), 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 5-Year Strategic Plan and TK - 6 Alignment (Promise), 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 2026. 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. Other school personnel, including classified staff members, participated in staff development on the 5-Year Strategic Plan and TK

Educational Partner(s)	Process for Engagement
	- 6 Alignment (Promise), and development of goals and actions for the LCAP.
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 and actions to cultivate positive conditions where every student feels safe, welcomed, and able to thrive academically and socially.

Educational Partner(s)	Process for Engagement
	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 2026. 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 Bonsall USD 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.
Students	BUSD prioritizes and seeks to amplify student voice as a key component of collaborative decision-making. To that end, it is

Educational Partner(s)	Process for Engagement
	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.
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

Educational Partner(s)	Process for Engagement
	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 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.

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.

The following percentage breakdown reflects the major response trends from the survey data regarding school climate, technology, English Learner supports, school safety, and responsiveness to students with disabilities.

Survey Area: Most Common Positive Response(s): Approx. % Positive:
School buildings and grounds are well-maintained and safe Agree / Strongly Agree 63%
Students have adequate access to technology Yes / Somewhat 84%
Support for English Learners Good / Excellent 66%
Schools provide a safe learning environment Yes / Somewhat 82%
District responsive to students with disabilities Agree / Strongly Agree 54%

Additional Response Trends:
*School Facilities & Safety
About 63% of respondents indicated they "Agree or Strongly Agree" that campuses are well-maintained and safe. Approximately 16% expressed disagreement or concerns. Several comments referenced concerns regarding supervision and staffing during recess/lunch periods.

*English Learner Supports
Approximately 66% rated EL supports as “Good” or “Excellent.”
About 18% rated services as “Fair” or “Poor.”
Several respondents specifically mentioned the need for additional supports for kindergarten EL students and differentiated support systems.

*Safe Learning Environment
Approximately 82% responded positively (“Yes” or “Somewhat”) regarding school safety.
Concerns centered primarily on:
-Playground supervision

-Staffing shortages
-Lunch supervision at secondary schools

*Responsiveness to the Needs of Students with Disabilities
This area showed the most mixed feedback:
Approximately 54% responded with “Agree” or “Strongly Agree.”
Approximately 27% expressed “Neutral.”
Approximately 19% responded “Disagree” or “Strongly Disagree.”

This suggests stakeholders recognize efforts underway but believe additional supports, staffing, and individualized services for students with disabilities are still needed.

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.
Out of 79 respondents, the following percentage breakdown summarizes the responses related to communication, welcoming environment, school connectedness, parent involvement, and health/wellness promotion.

Survey Area: Most Common Positive Responses: Approx. % Positive:
Communication between school and families Excellent / Good 95%
Schools create a welcoming environment for families Yes / Somewhat 100%
Students feel connected to the school community Agree / Strongly Agree 89%
Satisfaction with parent involvement opportunities Satisfied / Very Satisfied 77%
School promotes student health and wellness Yes / Somewhat | 96%

Additional Response Trends:
*Communication Between School and Families
Excellent: ~48%
Good: ~47%
Fair: ~5%

This indicates overwhelmingly positive perceptions regarding school-family communication.

*Welcoming Environment for Families
Yes ~76%
Somewhat ~24%

No respondents selected “No,” indicating a strong perception that schools are welcoming and inclusive environments.

*Students Feel Connected to the School Community
Strongly Agree ~28%
Agree ~61%
Neutral ~11%

This suggests a strong overall sense of student connectedness and belonging across schools.

*Parent Involvement Opportunities
Very Satisfied ~38%
Satisfied ~39%
Neutral ~21%
Very Dissatisfied ~1%

While most respondents were satisfied, this area showed slightly more mixed responses than the other categories, suggesting opportunities to further expand parent leadership and engagement opportunities.

*Promotion of Health and Wellness
Yes ~66%
Somewhat ~30%
No ~1%

This reflects strong positive perceptions regarding student wellness supports and health promotion efforts.

Overall Themes

The strongest themes emerging from the data include:

* Strong school-family communication
* Welcoming and inclusive school environments
* High levels of student connectedness
* Positive perceptions of wellness supports
* General satisfaction with parent involvement opportunities

The area with the greatest opportunity for continued growth appears to be increasing meaningful parent involvement and decision-making participation opportunities districtwide.

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.

The following percentage breakdown summarizes the responses related to academic rigor, counseling services, future-readiness skills, outreach to disengaged students/families, and enrichment opportunities.

Survey Area: Most Common Positive Responses: Approx. % Positive:
Classwork is appropriate and rigorous Agree / Strongly Agree 80%
Availability of counseling services Good / Excellent 71%
Schools promote future-readiness skills and leadership Yes / Somewhat 91%
Outreach to disengaged students/families Effective / Very Effective 56%
Satisfaction with enrichment opportunities Satisfied / Very Satisfied 76%

Detailed Breakdown:
*Appropriate and Rigorous Classwork
Strongly Agree: ~30%
Agree: ~50%
Neutral: ~15%
Disagree: ~5%

This indicates most respondents believe academic expectations are appropriate and rigorous for students.

*Counseling Services for College/Career and Personal Issues
Excellent: ~28%
Good: ~43%
Fair/Poor: ~19%
Not Sure/Not Applicable: ~10%

While most respondents rated counseling positively, the data suggest some desire for expanded counseling access and support systems.

Future-Readiness Skills and Leadership Opportunities
Yes: ~57%
Somewhat: ~34%
Unsure/No: ~9%

This was one of the strongest areas of agreement, reflecting positive perceptions regarding:
-Leadership opportunities
-Future-readiness skills
-Student preparation for college/career pathways

*Outreach to Students/Families Not Engaging in Instruction
Very Effective: ~15%
Effective: ~41%

Neutral/Mixed: ~39%
Ineffective/Very Ineffective: ~5%

This area showed more mixed perceptions, suggesting opportunities to strengthen systems for re-engagement, attendance outreach, and communication with disconnected families.

*Enrichment Opportunities (STEAM, Music, Arts)
Very Satisfied: ~41%
Satisfied: ~35%
Neutral/Dissatisfied: ~24%

This reflects strong support and appreciation for enrichment opportunities such as:
-STEAM
-Music
-Arts Programs
-Leadership opportunities

Overall Themes:
The strongest positive themes emerging from the responses include:
-Strong perceptions of rigorous instruction
-High value placed on enrichment programs
-Positive perceptions of future-readiness and leadership opportunities
-Generally positive views of counseling services

The greatest opportunity for growth appears to be strengthening outreach systems for students and families who are disengaged from instruction.

LCAP SURVEY QUALITATIVE FEEDBACK
In addition to the quantitative feedback collected through the LCAP survey, educational partners provided extensive narrative feedback regarding programs, services, and areas they would like to see continued, strengthened, or improved in Bonsall Unified School District. Several consistent themes emerged across stakeholder groups and directly influenced the development of the adopted LCAP.

Areas Educational Partners Would Like to See Continued in BUSD
Educational partners consistently expressed strong support for continuing programs and services that promote student engagement, creativity, belonging, and whole-child development. Stakeholders specifically identified music, arts, dance, farm education, leadership opportunities, theater, STEAM/STEM programs, sports, creative movement, counseling services, after-school enrichment, literacy nights, and family engagement events as valuable programs that positively impact students and school culture. Respondents also emphasized the importance of maintaining elementary “specials” programs, enrichment opportunities, and hands-on learning experiences that support student connectedness and future readiness. Educational partners described these programs as important opportunities that foster creativity,

engagement, leadership, and social-emotional development for students across grade levels.

This feedback influenced the district's continued investment in expanded learning opportunities, arts and music programs, leadership development, counseling services, STEAM opportunities, and student engagement initiatives through Goal 2 actions focused on enrichment, future readiness, and student connectedness.

Related Goal and Actions:
Action 2.5 – Expanded Learning and Enrichment Opportunities
Action 2.6 – College and Career Readiness and Future-Ready Learning
Action 2.7 – Student Leadership and Engagement Opportunities
Action 2.8 – Visual and Performing Arts, Music, STEAM, and Enrichment Programs
Action 2.9 – Counseling and Mental Health Services

Areas Educational Partners Would Like to See Improved in BUSD

Academic Intervention and Student Support Systems: Educational partners frequently identified the need for stronger academic intervention systems, particularly in reading and mathematics. Stakeholders requested additional intervention teachers, expanded Tier 2 and Tier 3 supports, small-group intervention, push-in support services, and intervention programs aligned to evidence-based instructional practices. Respondents also expressed concerns about students falling behind academically and emphasized the importance of earlier intervention and increased support for struggling learners.

Related Goal and Actions:
Action 1.3 – Multi-Tiered Systems of Support (MTSS)
Action 1.5 – Literacy and Mathematics Intervention Supports
Action 1.6 – Reading Difficulties Risk Screener and Dyslexia Supports
Action 1.7 – Academic Intervention and Expanded Student Supports

Special Education Services and Inclusion Supports: Stakeholders repeatedly expressed the need for increased support for students with disabilities. Common themes included requests for additional special education staffing, increased paraprofessional training, expanded inclusion supports, behavioral intervention systems, additional resources for moderate/severe programs, and more individualized approaches to student support. Educational partners emphasized the importance of ensuring students receive meaningful services and equitable access to instructional supports.

Related Goal and Actions:
Action 1.4 – Special Education and Inclusion Supports
Action 1.8 – Behavioral and Student Support Services
Action 1.9 – Professional Development and Staff Training Supports

Facilities, Safety, and Technology Improvements: Facilities and infrastructure improvements emerged as another significant area for growth. Educational partners requested updated classrooms and portables, improved campus safety, upgraded technology and classroom

equipment, additional shade structures, improved playground safety, expanded athletic and performing arts facilities, and long-term planning related to school facilities and campus separation. Stakeholders also highlighted concerns regarding traffic flow, aging infrastructure, and classroom learning environments.

Related Goal and Actions:
Action 1.10 – Technology Infrastructure and Classroom Learning Tools
Action 1.11 – Facilities, Campus Safety, and Modernization Projects

Counseling, Wellness, and Student Behavior Supports: Educational partners emphasized the importance of increasing counseling services, strengthening behavioral support systems, and improving student wellness supports. Stakeholders requested more counselors, improved schoolwide behavior management systems, social-emotional learning supports, and additional mental health resources to support positive school climate and student well-being.

Related Goal and Actions:
Action 2.9 – Counseling and Mental Health Services
Action 2.10 – Positive School Climate and Wellness Supports

Family Engagement and Communication Systems: Educational partners also expressed the importance of strengthening family engagement, multilingual communication systems, community involvement opportunities, and educational partner outreach efforts. Respondents requested additional family events, more direct communication methods for multilingual families, expanded outreach to families, and increased opportunities for meaningful participation in school activities and district decision-making processes.

Related Goal and Actions:
Action 3.1 – Family Engagement and Communication Systems
Action 3.3 – Educational Partner Outreach and Participation
Action 3.5 – Community Partnerships and Family Events

Professional Learning, Teacher Support, and Instructional Resources: Educational partners additionally emphasized the need for increased teacher support, including professional learning, instructional materials, prep time, implementation planning, and training related to student behavior, intervention practices, and instructional technology. Stakeholders highlighted the importance of supporting teachers through collaboration opportunities, instructional coaching, and adequate classroom resources to strengthen instructional effectiveness and improve student outcomes.

Related Goal and Actions:
Action 3.6 – Professional Learning and Instructional Coaching
Action 3.7 – Teacher Collaboration, Resources, and Instructional Support

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 believe is going well and what they would like to see improved in Bonsall Unified School District. The following patterns and themes emerged regarding programs or services that educational partners would like to see continued, modified, or amplified.

1. Academic Support and Intervention:

- There was a strong emphasis on continuing and expanding intervention programs and supports to strengthen reading, writing, and mathematics achievement, particularly for students struggling with foundational skills and literacy gaps. Educational partners highlighted the need for a stronger and more effective Response to Intervention (RTI) system, additional intervention teachers, small-group support, and increased academic remediation opportunities. (Goal 1, Action 1.3, Action 1.5, Action 1.6, Action 1.7)

- Stakeholders emphasized the importance of continuing need-based tutoring and increasing academic enrichment opportunities to support student achievement and close learning gaps. (Goal 1, Action 1.3, Action 1.5, Action 1.7)

- Educational partners identified foundational mathematics intervention and remediation for low-performing students as an ongoing need. (Goal 1, Action 1.3, Action 1.5)

- A strong focus on differentiated instruction and individualized learning supports was consistently identified as an area needing continued improvement and expansion. (Goal 1, Action 1.3, Action 1.7)

2. Enrichment Programs:

- STEAM (Science, Technology, Engineering, Arts, and Mathematics) opportunities were frequently identified as programs that should continue and expand across all grade levels. Some stakeholders specifically requested increased STREAM and robotics opportunities for students. (Goal 2, Action 2.5, Action 2.8)

- Music programs were consistently highlighted as valuable opportunities that should continue to grow at all grade levels. Specific programs such as guitar, choir, and band were also identified as important components of student engagement and enrichment. (Goal 2, Action 2.8)

- Arts programs, including visual arts, dance, theater, and creative movement, were recommended for continued support and expansion. Several educational partners specifically referenced the potential addition of expanded drama and theater opportunities. (Goal 2, Action 2.8)

- Athletics and sports programs were identified as opportunities that should continue to expand. Stakeholders highlighted the importance of increasing opportunities for students to participate in athletics, including students without prior club sports experience. (Goal 2, Action 2.8, Action 2.11)

- The Early College program was consistently identified as a valuable opportunity that should continue and expand. (Goal 2, Action 2.6; Goal 3, Action 3.6, Action 3.7)

- Career Technical Education (CTE) opportunities, including trades programs and medical pathways, were identified as important future-ready learning opportunities that should continue to grow. (Goal 2, Action 2.6; Goal 3, Action 3.6, Action 3.7)
- Farm and agriculture programs were identified as highly valued enrichment opportunities that should continue and expand to additional grade levels. (Goal 2, Action 2.8, Action 2.11)
- After-school enrichment opportunities and student clubs were frequently mentioned as valuable programs that should continue and expand districtwide. (Goal 2, Action 2.5, Action 2.11)
- Foreign language opportunities, including Spanish bilingual immersion programs, were suggested for continued growth and expansion. (Goal 2, Action 2.1; Goal 3, Action 3.10)
- Movement, dance, and wellness-focused activities were specifically identified as important opportunities that support student engagement and whole-child development. (Goal 2, Action 2.8)
- Financial literacy courses and future-ready learning opportunities at the middle and high school levels were recommended for implementation and expansion. (Goal 2, Action 2.6; Goal 3, Action 3.12, Action 3.13)

3. Support Services:

- Counseling services focused on college and career planning, mental health, and student wellness were identified as important services that should continue and expand. Stakeholders emphasized the need for additional counselors and increased time for individual and small-group student support. (Goal 2, Action 2.6, Action 2.9, Action 2.10)
- Special Education programs and supports were identified as areas requiring continued strengthening through additional staffing, improved resources, inclusion supports, and expanded paraprofessional support. Educational partners also emphasized the importance of increasing support for students with individualized learning and behavioral needs. (Goal 1, Action 1.4, Action 1.8, Action 1.9)
- Support services for English Learner students were identified as important programs that should continue and expand, including additional instructional support for educators serving multilingual learners. (Goal 1, Action 1.4; Goal 2, Action 2.1, Action 2.3)
- The Community Liaison role was consistently identified as a valuable service that strengthens family outreach and communication with educational partners. Several stakeholders recommended expanding community liaison support. (Goal 2, Action 2.1, Action 2.3, Action 2.5)
- Safe and flexible before- and after-school programs were identified as important supports that should continue to be available for students and families. (Goal 2, Action 2.11)

- Educational partners emphasized the need to continue strengthening supports that address students' individual academic, behavioral, social-emotional, and mental health needs. (Goal 2, Action 2.6, Action 2.9, Action 2.10)

- Mental health and wellness resources for students were identified as important areas for continued investment and support. (Goal 2, Action 2.6, Action 2.9, Action 2.10)

- Bilingual services, particularly within Special Education and family engagement systems, were identified as important supports that should continue and expand. (Goal 2, Action 2.1)

4. Specific Programmatic Elements:

- Educational partners emphasized the importance of continuing and strengthening PBIS (Positive Behavioral Interventions and Supports) implementation to improve student behavior systems and school climate districtwide. (Goal 2, Action 2.4, Action 2.6)

- Efforts to increase community involvement, family outreach, and educational partner engagement were identified as important priorities that should continue and expand. (Goal 2, Action 2.1, Action 2.3)

- Student voice, leadership, and choice opportunities were consistently identified as valuable practices that should continue districtwide. (Goal 2, Action 2.3)

- Stakeholders emphasized the importance of continued collaboration between students and the Board of Trustees, as well as recognizing student growth, achievement, and improvement. (Goal 2, Action 2.5)

- Parent input, collaboration opportunities, and community brainstorming efforts were identified as important practices that should continue to strengthen educational partner engagement and district decision-making processes. (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 61% of students feel a sense of belonging and positive climate at school. According to the CHKS survey, 70% of students feel a sense of safety at school. Per the CA Dashboard 2025 College and Career Indicator (CCI), 64.1% of high school students are Prepared, 9.8% are Approaching Prepared, and 26.1% are Not Prepared. Our Hispanic, Homeless Youth, and Socioeconomically Disadvantaged student groups demonstrated increased levels of performance on the College and Career Indicator, all receiving high performance level ratings (Level 4 of 5, Green). Among Hispanic students (46 total), 56.5% were classified as prepared, reflecting a 28% increase from the previous assessment period. Similarly, homeless students (26 total) had 42.3% classified as prepared, showing a 6.8% increase. An increase in CCI was also noted among the Socioeconomically Disadvantaged student group (72), which had 63.9% as prepared, showing an increase of 18.7%. While all three 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 Bonsall USD 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%	Climate Survey 2025-26 Parents: 72% Students: 54% (average % between Elementary & Secondary students) Staff: 68%	Results on the climate survey assessing positive climate and sense of belonging will increase annually by 3%.	Group Baseline Year 3 Change Parents 56% 72% +16% Exceeded Students 45% 54% +9% Exceeded Staff 67% 68% +1% Summary: While parent and student perceptions improved significantly, staff perceptions of climate are stagnant. The target was met for 2 of 3 groups.
1.2	The district provides access to a Broad	2022-23 CA Dashboard:	2023-24 CA Dashboard:	2024-25 CA Dashboard:	Increase College/Career	College & Career Indicator (CCI)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Course of Study targeting unduplicated students and individuals with exceptional needs. Source of Data: CA Dashboard AERIES Grade Reporting	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% 11th Math: 70% 12th Math: 58%	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% 11th Math: 86% 12th Math: 87%	CCI: 64.1% Prepared 9.8% Approaching Prepared 26.1% Not Prepared 63.41% A-G Completion Rate Student course pass rate 2025-26 Semester 1 6th ELA: 99% 7th ELA: 91% 8th ELA: 99.9% 9th ELA: 83% 10th ELA: 90% 11th ELA: 83% 12 ELA: 97% 6th Math: 93% 7th Math: 100% 8th Math: 99.9% 9th Math: 82% 10th Math: 94% 11th Math: 89% 12th Math: 92%	Indicator on CA Dashboard by 10% Increase student course pass rate by 2% annually. Revised 2025-2026 Target Outcome: Increase the College/Career Indicator (CCI) by 5% annually or maintain Green status Increase A-G Completion Rate by 3% annually and sustain rates above 60% Maintain or increase secondary course pass rates to 90% or higher in ELA and Mathematics across grade levels	Year Prepared Change Status 2022–23 21.7% Baseline 2023–24 37.3% +15.6% Met 2024–25 64.1% +26.8% Met A-G Completion Rate Year Rate Change 2022–23 38% Baseline 2023–24 34.9% -3.1% 2024–25 63.41% +28.51% ELA Course Pass Rate Growth 6th Grade: +9% (90% -> 99%) 7th Grade: +4% (87% -> 91%) 8th Grade: +8.9% (91% -> 99.9%) 9th Grade: +19% (64% -> 83%) 10th Grade: +11% (79% -> 90%) 11th Grade: -17% (100% -> 83%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						12th Grade: +27% (70% ->97%) Math Course Pass Rate Growth 6th Grade: +14% (79% -> 93%) 7th Grade: +14% (86% -> 100%) 8th Grade: +13.9% (86% -> 99.9%) 9th Grade: +12% (70% -> 82%) 10th Grade: +27% (67% -> 94%) 11th Grade: +19% (70% -> 89%) 12th Grade: +34% (58% -> 92%) Summary: Compared to baseline, the district has made marked progress in both readiness outcomes and academic success metrics. The alignment of increased course pass rates, particularly in high school, with sharp gains in CCI and A-G completion suggests that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						instructional improvements, expanded access, and targeted supports are translating into improved college and career readiness for students.
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:	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	2024-25 Smarter Balanced Summative Assessments in ELA and Math ELA: 52.62% At or Above Overall Math: 40.25% At or Above Overall _____ ELA: All Students 7.4 points above standard LTEL: 81.2 points below standard (+37.2 pts) SWD: 84.6 points below standard (+6.3 pts)	Increase SBAC Summative ELA and Math scores in grades 3-8 and 11 by 2% annually.	(Baseline) Subject 2022–23 2024–25 ELA 54.4% 52.62% Change: -1.78% Status: Declined Math 40.4% 40.25% Change: -.15% Status: Declined Subgroup declines noted in: LTEL, SWD, EL, AI Summary: Although overall district performance in ELA and Mathematics remained relatively stable between the baseline year and 2024–25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 31.1 points below standard (+13.2 pts) 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)	SWD: 91 points below standard (-13.4 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)	AI: 72.2 points below standard (+63.5 pts) EL: 51.5 points below standard (+10.1 pts) HI: 25.1 points below standard (+3.8 pts) HOM: 45.2 points below standard (+17.7 pts) SED: 16.1 points below standard (+10.5 pts) MR: 33.9 points above standard (+4.2 pts) WH: 32.9 points above standard (+8.2 pts) _____ _ Math: All Students: 27.9 points below standard		outcomes, both subjects demonstrated slight declines. Several student groups, particularly Students with Disabilities (SWD), English Learners (EL), Long-Term English Learners (LTEL), and Hispanic or Latino students in mathematics, continued to perform significantly below standard levels. These trends indicate a continued need for targeted intervention, differentiated instruction, and additional academic supports to address persistent achievement gaps and improve outcomes for historically underserved student groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HOM: 52.7 points below standard (+17.6 pts) 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)	LTEL: 139.2 points below standard (+19.8 pts) SWD: 106.5 points below standard (-1.7 pts) District: "Red" (lowest) performance level AI: 123.1 points below standard (+33.7 pts) EL: 86.1 points below standard (+3.7pts) HI: 60.9 points below standard (+2.2 pts) HOM: 104.5 points below standard (-25.3 pts) District: "Red" (lowest) performance level SED: 55.2 points below standard (+2.2 pts) MR: 8 points below standard (-0.2 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)	WH: 0.3 points above standard (+0.2 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	2025-26 100% 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	2025-26 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 CCSS and the ELD standards for purposes	100% of students have access to the content and performance standards adopted by the state board, and all EL students have access to both CCSS and ELD standards.	100% of students have access to the content and performance standards adopted by the state board, and all EL students have access to	100% of students have access to the content and performance standards adopted by the state board, and all EL students have access to	Maintain 100% of students have access to the content and performance standards adopted by state board and all EL students have access to	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
	of gaining academic content knowledge and English language proficiency Source of Data: Local Performance Indicator Self-Reflection Tool		both CCSS and ELD standards.	both CCSS and ELD standards.	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	Baseline: 2025-26 100% 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: 46% Sense of safety at school: Student 46% School Supports for Staff: No data released- fewer than 10 respondents. Parents: No data released- fewer than 10 respondents.	2023-24 School connectedness: Student: 57% Sense of safety at school: Student 59% School Supports for Staff: 50%. School connectedness: Parents: 52.8% Sense of safety at school: Parents: 60.5%	2024-25 School connectedness: Student: 61% Sense of safety at school: Student 70% School Supports for Staff: 54%. School connectedness: Parents: 54% Sense of safety at school: Parents: 62%	Districtwide increase by 2% annually over baseline. Increase the participation rate on surveys by 2%.	Student Connectedness Baseline: 46%, Yr. 3: 61%, Change +15% Student Safety Baseline: 46%, Yr. 3: 70%, Change +24% Staff Support Baseline: Baseline N/A, Yr. 3 54%, Parent Connectedness Baseline: N/A, Yr. 3 54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Parent Safety Baseline: N/A, Yr. 3 62% Summary: By Year 3, student perceptions improved notably, with connectedness rising from 46% to 61% (+15%) and safety increasing significantly from 46% to 70% (+24%), while new baseline measures show moderate levels of staff support (54%), parent connectedness (54%), and parent safety (62%).
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	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	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	Maintain: Elementary students- 1:1 (each student has an assigned Chromebook in the classroom) Middle school students- 1:1 (Chromebooks are checked out to	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
		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 (35 assigned in 2023-2024)	checked out to students in 6th 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 (40 assigned in 2023-2024)	checked out to students in 6th 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 (25 assigned in 2024-2025)	students in 6th 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	

Goal Analysis [2025-26]

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.

1.1 Positive Climate and Sense of Belonging: FULLY IMPLEMENTED
Implementation of this action was successful, with stakeholder surveys conducted as planned across the district to gather feedback related to school climate, safety, connectedness, and sense of belonging. The survey process provided valuable input from students, staff, and families and supported the district's efforts to monitor perceptions of school culture and engagement. The collected data were used to identify strengths, areas for growth, and trends related to student well-being and connectedness across school sites.

1.2 Broad Course of Study: FULLY IMPLEMENTED
This action was fully implemented during the 2025–26 school year and provided students with access to a broad and rigorous course of study through academic programs, enrichment opportunities, CTE pathways, Early College coursework, visual and performing arts,

agricultural education, and intervention supports. Key successes included increased Early College participation, expanded CTE opportunities, and continued access to diverse learning experiences across all school sites. While declining enrollment and lower-than-anticipated curriculum costs resulted in budget savings, implementation was not impacted. The district continues to monitor secondary scheduling challenges that may affect course access for English Learners and students with disabilities. Overall, the action was implemented as planned and successfully expanded opportunities for student learning and engagement.

1.3 Recruit and Retain Effective Staff: FULLY IMPLEMENTED
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: FULLY IMPLEMENTED
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: FULLY IMPLEMENTED
This action was fully implemented during the 2025–26 school year and supported the district's efforts to advance innovative, student-centered learning experiences aligned to the Bonsall Forward Initiative. While implementation remained consistent with the planned action, the district leveraged additional opportunities that emerged throughout the year to further enhance student learning and program development. As a result, expenditures exceeded the original budget by $15,722.59. This increase reflected the district's responsiveness and commitment to maximizing opportunities that advanced the goals of the initiative. Overall, implementation was successful, with the additional investments strengthening the impact of the action and supporting the district's long-term vision for future-ready learning.

1.6 Career Technical Education (CTE): FULLY IMPLEMENTED
During the 2025–26 school year, the district made meaningful progress in expanding Career Technical Education (CTE) pathways and redesigning symposium courses. Initial pathway courses and hands-on, career-connected learning experiences were launched, while continued efforts were made to align courses with the academy's identified focus areas. Although foundational components have been established and implementation has begun, ongoing refinement and development will be necessary to ensure long-term sustainability, full alignment, and the continued expansion of CTE opportunities districtwide. Approximately 36% of the allocated funds remained unspent during the 2025–26 school year due to the mid-year resignation of the CTE Coordinator, which impacted the implementation of planned second-semester CTE activities, field trips, and related student experiences for 7th and 9th-grade students.

1.7 Standards-Aligned Curriculum Implementation: FULLY IMPLEMENTED
The district made meaningful progress toward strengthening California Common Core State Standards (CCSS) instruction through targeted professional development, collaborative planning, and curriculum/standards alignment efforts. At the elementary level, teachers engaged in year-one implementation of the new mathematics curriculum and partnered with the University of California, Irvine Math Project to support instructional alignment, lesson design, and effective mathematics practices aligned to the standards. At the secondary level, teachers received professional development and instructional support focused on research-based writing practices to strengthen literacy instruction across content areas.

1.8 Progress Monitoring and Data Analysis: PARTIALLY IMPLEMENTED
While foundational systems and structures continued to be established during the 2025–26 school year, the district's Multi-Tiered System of Supports (MTSS) framework still requires further development and consistent implementation across all school sites. Additional work remains necessary to refine intervention systems, strengthen collaborative data review protocols between site and district teams, and establish consistent processes for monitoring student progress and evaluating intervention effectiveness. Ongoing efforts will focus on building staff capacity and ensuring stronger alignment among instructional supports, intervention practices, and identified student needs.

1.9 Technology Integration and Digital Access: FULLY IMPLEMENTED
During the 2025–26 school year, the district successfully maintained 1:1 student device access, ensured reliable internet connectivity across all campuses, and continued providing teachers with ongoing support for integrating digital tools aligned to curriculum and instructional goals, supporting technology-enhanced learning opportunities across grade levels. In addition to the planned action steps, the district continued developing a comprehensive districtwide technology plan focused on long-term sustainability and equitable access to technology resources, including technology refresh cycles, infrastructure upgrade planning, and identification of future professional development needs for staff. This work represents continued progress toward a more strategic and sustainable approach to technology management and positions the district to better address aging devices, infrastructure needs, and the evolving instructional and operational needs of students and staff. Following a comprehensive device inventory and the establishment of a technology refresh cycle based on device age and condition, the district realized approximately $18,000 in savings, as fewer devices required replacement than originally anticipated.

1.10 School Safety Planning: FULLY IMPLEMENTED
Campus radios for Bonsall West Elementary School (BWES) were included in the scheduled refresh cycle; however, this action exceeded the original budget by $6,669 due to the unplanned replacement of radios at Bonsall Elementary School.

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

1.2 Broad Course of Study
The district expended 36.62% less than the projected amount of $333,964 for curriculum purchases, resulting in a difference of $121,309.19. This variance was due to a reduction in the quantity of materials needed as a result of decreased enrollment, as well as the district taking advantage of special pricing opportunities.

1.5 Bonsall Foward Initiative
During this fiscal year, the district experienced a transition within the CTE program when the CTE Coordinator left the district mid-year. As a result, several planned activities were not completed as originally projected, creating a difference of $15,722.59. In addition, some planned job shadowing trips did not take place.

1.6 Career Technical Education (CTE)

Districtwide CTE program expenditures were impacted by the transition of the CTE Coordinator position. Because of this staffing change, several planned CTE initiatives and grant-funded activities were not fully implemented as originally intended. This resulted in expenditures being $186,177 below budget, representing 18.40% less than projected.

1.9Technology Integration and Digital Acces
The district had anticipated expenditures of approximately $140,000 in technology supplies. However, due to revisions made to the technology replacement and rotation plan, actual expenditures were $18,765.80 lower than budgeted, representing 13.40% less than projected.

1.10 School Safety Planning
As part of the district's safety support efforts, $5,000 had been budgeted for radios and related supplies. However, due to additional needs at another school site that had not originally been anticipated, total expenditures increased to $9,269.48, representing 85.39% more than originally budgeted for radio purchases.

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
The actions and services implemented to improve positive climate and sense of belonging have been largely effective, particularly for parents and students. As indicated by metric 1.1, between the 2023–24 baseline and the 2025–26 outcome year, parent survey results increased from 56% to 72% (+16%), and student results increased from 45% to 54% (+9%), exceeding the district's annual growth target of 3%. These results suggest that efforts related to stakeholder engagement, school connectedness, and social-emotional supports positively impacted school climate perceptions. Staff perception, however, increased only slightly from 67% to 68% (+1%), indicating that staff climate perceptions have remained relatively stagnant and may require additional targeted support and engagement strategies. Overall, the district met its target for two of the three stakeholder groups.

1.2 Broad Course of Study: EFFECTIVE
All school sites in Bonsall Unified School District ensure equitable access to the core curriculum through board-adopted instructional materials, inclusive scheduling practices, expanded access to rigorous coursework, and targeted academic supports. Metric 1.2 indicates that, between 2022–23, the district demonstrated significant improvement in college and career readiness outcomes, with the College and Career Indicator (CCI) increasing from 21.7% Prepared in 2022–23 to 64.1% Prepared in 2024–25, while the percentage of students identified as Not Prepared decreased from 55% to 26.1%. Additionally, the A–G completion rate increased from 38% to 57.5%, reflecting expanded access to college preparatory coursework and increased student success. Student course pass rates also improved across nearly all grade levels in both ELA and mathematics, particularly at the secondary level. These outcomes reflect the district's ongoing efforts to align instruction with state standards while providing targeted support for teachers through professional development, intervention systems, and instructional strategies designed to meet the needs of vulnerable student groups, including English learners, foster youth, socioeconomically disadvantaged students, and students with exceptional needs.

1.3 Recruit and Retain Effective Staff: EFFECTIVE

This action is contributing to progress toward Metric 1.4, which indicates 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 2025 Facilities Inspection Tool (FIT) report, 100% of 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 Bonsall Forward Initiative Scholarship continued to recognize and celebrate student achievement in science, mathematics, and leadership, reinforcing the district's focus on future readiness and academic excellence. This action is contributing to progress toward Metric 1.2, which indicates continued improvement in student preparation for postsecondary opportunities. By publicly recognizing high levels of achievement and leadership, the scholarship program promotes student engagement in rigorous coursework and encourages students to pursue college and career pathways aligned to their strengths and interests.

1.6 Career Technical Education (CTE): EFFECTIVE
The Career Technical Education (CTE) action was effective in making progress toward Goal 1 during the second year of implementation. During the 2025–26 school year, the Bonsall High School Innovation Team successfully developed and launched the district's four academy pathways in Medical Science, Law/Leadership, Computer Science/Engineering, and Arts/Media. Symposium courses were redesigned and aligned to each academy focus area, creating more personalized learning experiences that connected academic content to authentic career pathways and real-world applications. These efforts were further supported through expanded partnerships, Early College opportunities, work-based learning planning, and pre-apprenticeship development initiatives that aligned with the district's vision for future-ready learners. Metric 1.2 demonstrates that these efforts are positively impacting college and career readiness outcomes. The percentage of students identified as "Prepared" on the California Dashboard College and Career Indicator (CCI) increased from 21.7% in 2022–23 to 37.3% in 2023–24 and reached 64.1% in 2024–25, exceeding the district's target and representing a 42.4 percentage point increase over baseline. Similarly, A-G completion rates improved from 38% in 2022–23 to 63.41% in 2024–25, an increase of 25.41 percentage points over baseline and 28.51 percentage points from the prior year.

1.7 Standards-Aligned Curriculum Implementation: EFFECTIVE
Metric 1.3 indicates the Standards-Aligned Curriculum Implementation action was effective in supporting consistent access to grade-level standards and high-quality instruction across the district. During the 2025–26 school year, teachers continued implementing the California Common Core State Standards (CCSS) using state- and board-adopted instructional materials, while participating in professional learning and collaborative planning designed to strengthen instructional coherence, rigor, and alignment. Student achievement results indicate that overall district performance remained relatively stable compared to baseline levels. In English Language Arts (ELA), the percentage of students meeting or exceeding standards was 54.4% in 2022–23 and 52.62% in 2024–25, representing a slight decline of 1.78 percentage points. In Mathematics, the percentage of students meeting or exceeding standards changed from 40.4% in 2022–23 to 40.25% in 2024–25, a decline of 0.15 percentage points. While these results reflect relatively stable overall performance, the district did not meet its desired growth targets in either subject area. Analysis of student group performance identified continued achievement gaps among several historically underserved groups. Declines were noted for Long-Term English Learners (LTEL), English Learners (EL), Students with

Disabilities (SWD), and American Indian students. These outcomes suggest that, while standards-aligned curriculum implementation has established a consistent instructional foundation across classrooms, additional supports are needed to accelerate learning for student groups performing below district averages. As a result, the district will continue to strengthen Tier 1 instruction, provide targeted intervention and differentiated supports, utilize data-informed instructional practices, and expand professional learning opportunities focused on meeting the needs of diverse learners. These efforts will support the district's ongoing commitment to improving academic outcomes and reducing achievement gaps for all students.

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. This action is contributing to progress toward Metric 1.3, which indicates continued improvement in student outcomes in state assessments. 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 based on the 2025 CA Dashboard. While the district's English Learner Progress Indicator (ELPI) shows 49.3% of students making progress, targeted interventions for LTELs are being strengthened to close persistent achievement gaps.

1.9 Technology Integration and Digital Access: EFFECTIVE
The Technology Integration and Digital Access action was effective in making progress toward Goal 1 during the second year of implementation. Metric 1.9 provides the data to monitor action 1.9. All students continue to receive 1:1 access to digital devices, ensuring equitable access to instructional technology and learning resources across all grade levels. Digital platforms such as ST Math, i-Ready, STAR, and online credit recovery programs have strengthened instruction by providing personalized learning opportunities, real-time progress monitoring, targeted intervention support, and increased student engagement. Improvements in student grades and course pass rates across multiple grade levels indicate that students are benefiting from the instructional supports and expanded access made possible through the district's 1:1 technology program and online learning platforms.

1.10 School Safety Planning: EFFECTIVE
All school sites completed and submitted their Comprehensive School Site Safety Plans, which were reviewed and approved by the Board of Trustees. The plans ensure compliance with state safety requirements and include site-specific procedures and strategies designed to support the physical safety, emotional well-being, and overall preparedness of students and staff. This action is contributing to progress toward Metric 1.5, which indicates a high value placed on school safety.

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.

Funding Changes for 2025–26:
Action 1.2: Funding decreased following the initial implementation investment made during the 2024–25 school year. The remaining allocation will support ongoing consumable supplies and supplemental instructional materials.
Action 1.3: Related to the California Teacher Induction Program, the district anticipates that 18 teachers will participate during the 2026–27 school year. This increase reflects the district's revised induction timeline, which now begins in a teacher's second year of probationary status. Funding will continue to support eligible teachers through the induction process and ongoing professional growth.

Action 1.4: Funding increased to support projected salary increases and planned maintenance projects for the 2026–27 school year.
Action 1.5: Funding was reduced by $10,000 due to changes in overall program planning and resource allocation.
Action 1.6: Funding decreased because the budget was adjusted to include only Strong Workforce Program (SWP) and Career Technical Education Incentive Grant (CTEIG) funding, excluding supplemental funding sources.
Action 1.9:Funding decreased due to a technology refresh cycle that had been overestimated in the prior year's budget.

Metric Revisions:
Based on data, the district revised Metric 1.2 target outcomes to better reflect the significant progress made in college and career readiness and secondary academic achievement. Previous targets focused on increasing the College/Career Indicator (CCI) by 10% annually and increasing student course pass rates by 2% annually. Due to substantial gains in CCI performance, A-G completion rates, and secondary course pass rates during the 2024–25 school year, the district refined the targets to emphasize sustained high performance, continued growth, and long-term readiness outcomes.

The revised targets now focus on increasing the CCI by 5% annually or maintaining Green status on the California Dashboard, increasing A-G completion rates by 3% annually while sustaining rates above 60%, and maintaining or increasing secondary ELA and Mathematics course pass rates to 90% or higher across grade levels. These revisions better align with the district's current performance levels, ongoing instructional improvements, and continued commitment to expanding equitable access to a broad course of study for unduplicated students and individuals with exceptional needs.

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

Action #	Title	Description	Total Funds	Contributing
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. 2026-27: Implementation of Literacy K-1 Screener and add curricular supplemental materials Funding: Lottery Restricted LCFF Literacy Screening Grant	$186,044.79	No
1.3	Recruit and Retain Effective Staff	BUSD will continue to recruit, develop, and retain high-quality staff. California Teacher Induction Program Funding: Title II Student Support and Professional Development Discretionary Block Grant (SSPDBG)	$67,500.00	No
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:	$1,265,000.00	No

Action #	Title	Description	Total Funds	Contributing
		8150- Restricted Maintenance		
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 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:	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 K12 SWP Grant CTEIG K16 Collaborative	$742,500.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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 45.8% % unduplicated pupil counts. (iReady and STAR Program) Funding: LCFF	$97,000.00	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. 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:	$122,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Bonsall USD 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 Action 2.10 LREBG Metric	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: Yellow (11.3%) District SED: Yellow 14.3% District AI (DA): Red 34% Bonsall Elementary Overall: Yellow (18.1%) SED: Orange (22.8%) WH: Yellow (14.3%) Bonsall West Elementary Overall: Yellow (8.1%) SED: Yellow (13.6.%)	District Overall: Green (10%) Decline 3% annually each year. District SED: Green (10%) Decline by 9% 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 11.3% (Yellow), a 7.7%-point decrease. District SED: Improved from 26.2% (Red) to 14.3% (Yellow), a 11.9% point decrease. Bonsall Elementary Overall: Improved from 28.6% (Red) to 18.1% (Yellow), a 10.5 -point decrease. Bonsall Elementary SED: Improved from 39.2% (Red) to 22.8% (Orange), a 16.4%-point decrease. Bonsall Elementary WH: Improved from 24.1% (Red) to 14.3% (Yellow), a 9.8%-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 13.6%, a 12% - point decrease.
2.2	High School Dropout Rates Source of Data: DataQuest: Four-Year Adjusted Cohort Outcome	2023 Districtwide: 23%	2024 Districtwide: 14.5%	2025 Districtwide: 3.26%	Decrease by 10%. Revised 2026-27 Target: Maintain the dropout rate below 3% annually while working toward a long-term target of 2% or lower	Baseline (2023): 23% 2025 Outcome: 3.26% The dropout rate decreased significantly from a 23% baseline in 2023 to 3.26% in 2025, meeting the target reduction of 20% over two years.
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%	2025 Districtwide: 89.1%	Increase by 15%. Revised 2026-27 Target: Maintain a graduation rate of 90% or higher annually while working toward a long-term goal of 95%	Baseline (2023): 70.5% 2025 Outcome: 89.1% Current Difference from Baseline: Graduation rate increased by 18.6%, exceeding the target.
2.4	Suspension Rates Indicator	Districtwide: 1.7%	Districtwide: 2%	Districtwide: 2.7%	Districtwide:<1% Revised 2026-27	Baseline (2023): 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source of Data: CA Dashboard Suspension Rate Indicator DataQuest Expulsion and Suspension Rates CALPADS EOY 3 Reports 7.10, 7.12 & 1.21 Action 2.10 LREBG Metric		AI: 10% suspended for at least one day District "Red"(lowest) performance level	AI (DA): 14.8% suspended for at least one day District "Red"(lowest) performance level	Target: Reduce the overall suspension rate annually toward a target of 1% or lower	2025 Outcome: 2.7% Target: <1% Current Difference from Baseline: An increase from the 2023 baseline of 1.7% to 2.7% in 2025 (+1.0 percentage point), indicating movement away from the target of less than 1% and highlighting a need for focused intervention. Additionally, AI student subgroup suspension at 14.8% indicates a significant disparity that needs targeted support.
2.5	Expulsion Rates Indicator Source of Data: DataQuest Expulsion and Suspension Rates CALPADS EOY 3 Reports 7.10, 7.12 & 1.21	Districtwide: 0%	Districtwide: 0%	Districtwide: 0%	Districtwide: 0%	Baseline: 0% 2025 Outcome: 0% Target: 0% Current Difference from Baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Action 2.10 LREBG Metric					Expulsion rate remains at 0%, maintaining baseline and meeting the target.
2.6	School Attendance Rate Source of Data: AERIES P2 Report Action 2.10 LREBG Metric	2022-23 Districtwide: 93.92%	2023-24 Districtwide:92.36 %	2024-25 Districtwide: 94.97%	District increase by 2%.	Baseline (2022-23): 93.92% 2024-25 Outcome: 94.97% Target: Increase by 1% Current Difference from Baseline: The attendance rate decreased by 1% point. The target of 2% was not met.
2.7	Middle School Drop Out Rate Source of Data: CALPADS	6-8th grade 0%	6-8th grade 0%	6-8th grade 0%	Districtwide maintain 0%.	Baseline: 0% 2024 Outcome: 0% Target: Maintain 0% Current Difference from Baseline: Middle school dropout rate remains at 0%, successfully maintaining the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						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%	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- 3x Yearly NLAC- 2x 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 sign-in sheets) 2025-26 Events Held: PTA (monthly), Back-to-School Night, Open House, Reflection of Learning, ELAC (3x), DELAC (3x), NLAC (2x) Target: 80% of families attend one or more events Current Difference from Baseline: Baseline year: attendance data still being collected. The difference was calculated at an average of 30%.
2.9	Parent Involvement, including promoting parent participation from unduplicated students and individuals with exceptional needs.	2023-24 Building Relationships 1. Score of 4 2. Score of 4 3. Score of 4	2024-25 Building Relationships 1. Score of 4 2. Score of 4	2025-26 Building Relationships 1. Score of 4 2. Score of 4	Districtwide, all 4 Building Relationships Criteria will score 4 or higher on the 1-5 scale on the	Baseline (2023-24): All scores 4 or 5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Involvement that includes parent participation through the Annual LCAP Survey. Source of Data: Local Performance Indicator Self-Reflection Tool. Action 2.6 LREBG Metric	4. Score of 5	3. Score of 4 4. Score of 5	3. Score of 4 4. Score of 5	Local Performance Indicator Self-Reflection Tool	2025-26 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: School Site Records of Events (i.e., sign-in sheets, event flyers, social media postings, post-event parent surveys, etc.) Action 2.6 LREBG Metric	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: Bonsall Elementary: 6 sessions Bonsall West Elementary: 9 sessions	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: Bonsall Elementary: 6 sessions Bonsall West Elementary: 9 sessions	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 2025-26 Outcome: Bonsall Elementary: 6 events Bonsall West: 9 events Sullivan Middle: 10 events Bonsall High: 10 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 opportunities for feedback and questions to ensure meaningful two-way communication.	Sullivan Middle School: 10 sessions Bonsall High School: 10 sessions These sessions include Parent University workshops, Reflections of Learning, 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 opportunities for feedback and questions to ensure meaningful two-way communication.		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
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	In the 2025-26 school year, an action plan was continued with the Native Learner Advisory Committee (NLAC), which convened two times throughout the year: 12/9/2025 3/18/2026 The Native Learner Outcome Group (NLOG)/California Indian Education Task Force met regularly to discuss chronic absenteeism and suspension rates of our American Indian students: 08/26/2025 11/7/2025 12/5/2026 1/23/2026 2/24/2026	The annual report reflects regular meetings of the California Indian Education Task Force. A 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 2025-26 Outcome: NLOG/Task Force convened 5 times; NLAC convened 2 times Target: Meetings held regularly; curriculum developed and implemented Current Difference from Baseline: Initial progress achieved; Task Force has convened, and monitoring and MTSS systems are established. Action is fully implemented.
2.12	Health Services for High-Needs Students Source of Data:	The district employs a health clerk/technician for each site.	2024-25 Vision and Hearing Testing:	2025-26 Vision and Hearing Testing:	The district employs a health clerk/technician for each site.	Baseline: Established 2024–25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District nurse/health technician records	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	TK-2: 375/679= 55% 5th: 216/211= 98% 8th:168/175: 96% Hearing Testing Only: 10th or 11th: 71/74=96%	TK-K: 143 tested out of 158 2nd: 173 tested out of 192 5th:180 tested out of 200 8th:201 tested out of 203 Hearing Testing Only: 10th: 73 tested out of 75	100% of students receive vision and hearing testing per grade level district requirements.	2025–26 Outcome: Vision & Hearing Testing: TK–2: 316 out of 350 students tested (90.3%) 5th: 180 out of 200 students tested (90%) 8th: 201 out of 203 students tested (99%) Hearing 10th/11th: 10th: 73 out of 75 students tested (97.3%) Target: 100% of required students tested. Targart was not met.
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	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	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	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	Baseline & Outcome (2025-26): Transportation access maintained for high needs students and low-income students via bus passes Target: Maintain service

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		place and low-income students by providing free bus passes.	students in grades TK-6 for the current routes in place and low-income students by providing free bus passes.	students in grades TK-6 for the current routes in place and low-income students by providing free bus passes.	students in grades TK-6 for the current routes in place and low-income students by providing free bus passes.	Current Difference from Baseline: 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 Action 2.6 & 2.10 LREBG Metric	Students: 45% (average % between Elementary and Secondary Students)	Students: 50% (average % between Elementary and Secondary Students)	Students: 70.5% (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% 2025-26 Outcome: 70.5% Target: Increase by 3% annually Summary: Student perceptions of positive climate and sense of belonging increased significantly from the baseline of 45% to 70.5% in 2025–26, representing a 25.5 percentage point increase. This growth exceeded the district's annual target of increasing survey results by 3% and indicates substantial

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						progress in improving student connectedness, school climate, and overall sense of belonging across elementary and secondary school sites.

Goal Analysis [2025-26]

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: FULLY IMPLEMENTED
BUSD planned to expand family support for English Learners by increasing access to translated communications, ELAC/DELAC support, and family workshops. Implementation exceeded expectations with Parent Universities conducted at all school sites, averaging 15–20 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 Services proved especially effective in reducing evaluation backlogs. Community Liaison workshops reached approximately 200 adults on topics including 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: FULLY IMPLEMENTED
Reclassification recognition was implemented as planned and successfully celebrated at every school site, with over 50 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: FULLY IMPLEMENTED
During the 2025–26 school year, family engagement opportunities, including School Site Council (SSC), English Learner Advisory Committee/District English Learner Advisory Committee (ELAC/DELAC), Native Learner Advisory Committee (NLAC), Parent Universities, and other advisory groups, were implemented largely as planned. In 2023–24, each school hosted an average of 3–5 structured family engagement events, with approximately 22 districtwide engagement sessions held across the school year. Building upon this baseline, the district expanded outreach efforts through multilingual communication, interpretation services, and increased access to family engagement

activities to strengthen participation and involvement across school sites. Parent Universities were further integrated into the implementation process to provide families with information related to instructional programs, assessments, district initiatives, and strategies to support student learning at home. While implementation remained aligned to planned actions, adjustments were made throughout the year to increase accessibility for families by offering additional communication supports and flexible meeting opportunities. Challenges included maintaining consistent participation from working families, increasing representation from secondary families, and engaging multilingual households across all advisory groups. Despite these challenges, the district experienced several successes, including increased attendance at family engagement events, stronger collaboration between schools and families, and positive feedback reflected in the California School Parent Survey (CSPS) regarding school climate, communication, and parent involvement.

2.4 Site Attendance Teams: FULLY IMPLEMENTED
Site Attendance Teams were fully implemented across all school sites during the 2025–26 school year and met biweekly to monitor attendance trends, identify students in need of support, and coordinate intervention strategies. Implementation remained largely aligned to the planned actions, with teams utilizing AERIES Analytics and California Dashboard data to guide Tier 1 and Tier 2 attendance interventions, including attendance incentives, parent communication, individualized attendance contracts, student check-ins, and home visits for students demonstrating chronic absenteeism patterns. The district experienced measurable success in reducing chronic absenteeism rates across multiple student groups. Districtwide chronic absenteeism improved from 19% (Yellow) at baseline to 11.3% (Yellow), representing a 7.7 percentage-point decrease. Significant improvement was also demonstrated among socioeconomically disadvantaged students, whose chronic absenteeism rate declined from 26.2% (Red) to 14.3% (Yellow), an 11.9 percentage-point decrease. Bonsall Elementary showed substantial gains, with overall chronic absenteeism improving from 28.6% (Red) to 18.1% (Yellow), while the socioeconomically disadvantaged subgroup declined from 39.2% (Red) to 22.8% (Orange). Bonsall West Elementary also demonstrated improvement, particularly among socioeconomically disadvantaged students, whose chronic absenteeism rate decreased from 25.6% (Red) to 13.6% (Yellow). Challenges remained in sustaining consistent follow-up and intervention implementation at some secondary grade levels, particularly with students experiencing persistent attendance barriers. In response, the district identified the need for additional professional learning focused on family re-engagement strategies and intervention monitoring to strengthen implementation consistency and continue improving attendance outcomes across all student groups.

2.5 Communication TOSA: FULLY IMPLEMENTED
The Communication TOSA role was fully implemented during the 2025–26 school year and served as a critical component in strengthening districtwide communication, stakeholder engagement, and community connection efforts. The Communication TOSA led the coordination, development, and dissemination of clear, consistent, and timely messaging related to district initiatives, instructional programs, school events, student opportunities, and family engagement activities across multiple communication platforms. The role expanded beyond the original planned actions through enhanced social media outreach, development of communication systems to support school sites and advisory committees, promotion of districtwide events and celebrations, and increased visibility of student and staff achievements. The Communication TOSA also played an essential role in improving transparency, fostering stronger relationships between schools and families, and ensuring alignment in district messaging. Successes included increased stakeholder awareness and participation in district initiatives, improved consistency and professionalism in communication practices, and expanded outreach to families and community partners. One ongoing challenge remained: reaching families with limited or inconsistent digital access. To address this need, the district explored additional outreach strategies, including printed communication materials, bilingual supports, and increased in-person informational opportunities to ensure equitable access to information for all families.

2.6 MTSS System: PARTIALLY IMPLEMENTED
The district continued implementation of the Multi-Tiered System of Supports (MTSS) framework during the 2025–26 school year with a focus on strengthening Tier 1 core instruction, targeted Tier 2 interventions, and data-informed student support systems aligned to the district's Framework for the Future and True North 2030 priorities. MTSS TOSAs provided leadership through the coordination of academic and behavioral screening processes, intervention planning, professional learning, and progress monitoring. Academic and behavioral data sources, including i-Ready and SRSS-IE screening tools, were utilized to identify student needs and guide intervention supports. A significant accomplishment during the year was the launch of the district MTSS dashboard to support data analysis, intervention tracking, and decision-making across sites. While implementation challenges remained related to intervention documentation, progress monitoring, and secondary intervention scheduling, the action was partially implemented as planned with increased collaboration and support provided to school sites throughout the year. Actual expenditures were 29% below the budgeted amount due to a mid-year vacancy in the Assistant Principal position at the high school, which remained unfilled for the remainder of the fiscal year. Despite the vacancy, planned MTSS supports and implementation activities continued without significant disruption. The newly hired Assistant Principal is scheduled to begin in the following fiscal year.

2.7 Athletic/PE Equipment: PARTIALLY IMPLEMENTED
The Physical Education/Athletics action was implemented during the 2025–26 school year, with school sites receiving new or updated athletic and PE equipment to support student wellness, engagement, and participation in physical activity opportunities. The equipment supported physical education classes, recess activities, and after-school athletic programs across grade levels, particularly at the middle and high school levels. Staff and coaches reported increased student participation and engagement in athletics and recreational activities following the equipment upgrades, contributing positively to school climate and student wellness efforts. As reflected in the 2025 California Healthy Kids Survey (CHKS), student connectedness remains an area of focus, with 49% of students reporting a sense of school connectedness. While implementation remained aligned to the planned action, one ongoing challenge involved limited storage capacity and accessibility of equipment at some older facilities, impacting organization and ease of access for staff and students. Actual expenditures were 75% below the budgeted amount because site allocations were not fully utilized due to a miscommunicated budget code between the District Office and school sites. As a result, some sites were unaware of the additional funds available to them and did not expend their allocated resources as originally planned. Despite the lower expenditures, the action was successfully implemented, and athletic and PE equipment purchases continued to support student wellness and engagement. Moving forward, the district will strengthen communication regarding site allocations and evaluate facility improvements to better support the uniform refresh cycles, storage, and accessibility of athletic and PE resources across all school sites.

2.8 Arts & Music Program: FULLY IMPLEMENTED
The Arts and Music Program was consistently implemented across elementary and secondary school sites during the 2025–26 school year, providing students with expanded access to visual and performing arts opportunities aligned to the district's Arts, Music, and Instructional Materials Discretionary Block Grant Plan and Proposition 28 priorities. Elementary students participated in weekly music instruction and creative movement opportunities, while secondary students had access to electives and enrichment opportunities in visual arts, choir, guitar, and other performance-based programs. Districtwide participation in arts-related courses, performances, and activities remained high, with over 90% of students participating in at least one arts-related experience during the school year. A major success was the continued expansion of districtwide arts showcases and performances, including the annual student art showcase featuring more than 200 student works and performances representing multiple grade levels and disciplines. Implementation remained aligned to the planned actions, with additional investments made in instructional materials, art supplies, equipment, and performance opportunities to support growing student

interest and participation. Challenges included staffing capacity, scheduling limitations, and the increasing need for advanced materials and specialized equipment to support expanding secondary arts programs, particularly at the middle school level. Despite these challenges, the district continued to strengthen arts and music opportunities that promoted creativity, student engagement, school connectedness, and culturally responsive learning experiences for all students.

2.9 Future Ready Initiative: FULLY IMPLEMENTED
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: FULLY IMPLEMENTED
Counseling services were fully implemented across all school sites during the 2025–26 school year to support students' academic, behavioral, social-emotional, and mental health needs. The district continued to strengthen counseling and wellness supports through the addition of mental health professionals, expanded intervention systems, and integration of trauma-informed practices and social-emotional learning (SEL) supports within advisory periods and school-based intervention structures. Over 1,550 student counseling sessions were documented throughout the school year, reflecting increased student access to mental health and wellness supports. As reflected in the 2025 California Healthy Kids Survey (CHKS), 49% of students reported feeling connected to school, while 54.4% of students reported feeling safe at school. Parent survey results also reflected positive perceptions, with 52.8% reporting school connectedness and 60.5% reporting a sense of school safety. Counseling staff collaborated closely with site intervention teams, administrators, and MTSS supports to provide targeted interventions, restorative practices, and family outreach efforts. A major success was the continued integration of trauma-informed practices and culturally responsive supports designed to strengthen student belonging, wellness, and engagement. Challenges remained related to counselor caseloads at some secondary sites, increasing student mental health needs, and limited confidential space available for counseling and student support sessions. The district identified continued expansion of mental health supports, intervention coordination, and facility considerations as important next steps to strengthen comprehensive student support services districtwide.

2.11 Equity and Inclusion: PARTIALLY IMPLEMENTED
The action was substantially implemented during the 2025–26 school year through continued collaboration with the districtwide Equity and Inclusion Team and ongoing efforts to strengthen equitable opportunities and inclusive practices across BUSD. The district continued to prioritize support for English learners, foster youth, homeless youth, low-income students, and other underserved student groups through intentional engagement and collaboration structures. Implementation included continued efforts to amplify the voices of students, staff, and families through forums such as the Native Learner Advisory Committee (NLAC), student forums, Superintendent Student Forums, and English Learner Advisory Committee meetings. These opportunities supported ongoing dialogue, feedback, and shared decision-making related to student needs, school climate, and educational access. The district also continued implementing staff professional development focused on culturally responsive teaching and learning practices to strengthen staff awareness, inclusive instructional practices, and relationship-building with students and families. In collaboration with representatives from the Pala Band of Mission Indians, the district continued discussions and planning efforts aligned with the California Indian Education Act to support the development of culturally appropriate curriculum reflective of local Indigenous students and families. A substantive difference between the planned action and actual implementation occurred with the SDCOE Equity Conference. Although attendance at the conference was planned and budgeted within the

action, the conference was canceled during the 2025–26 school year, resulting in 38% of unexpended funds for this component of the action. Despite this change, the district continued equity-focused work through internal collaboration, site-based discussions, and ongoing stakeholder engagement activities. Challenges included balancing implementation efforts with staffing demands and ensuring consistent participation across sites and stakeholder groups. Overall, the action was effective in strengthening systems that promote inclusion, voice, culturally responsive practices, and equitable access to supports and opportunities for students.

2.12 Health Supports: FULLY IMPLEMENTED
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: FULLY IMPLEMENTED
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): PARTIALLY IMPLEMENTED
This action was partially implemented during the 2025–26 school year. Bonsall Unified School District continued to support participation in the North Coastal Consortium for Special Education (NCCSE) Community Advisory Committee (CAC) and shared information regarding meetings and parent engagement opportunities. However, participation in regularly scheduled CAC meetings was inconsistent during the year due to competing district priorities, scheduling conflicts, and challenges maintaining consistent parent and staff representation. Despite these challenges, the District remains committed to strengthening family engagement and collaboration with the special education community. Reflection on implementation highlighted the need for a more structured approach to participation and succession planning for parent and staff representatives. As a result, the District has identified strategies for the 2026–27 school year, including recruiting multiple parent representatives, establishing expectations for staff participation, and aligning CAC meeting dates with the District calendar to improve attendance and continuity of representation. These improvements are intended to strengthen the District's connection to the CAC and increase opportunities for parent engagement, collaboration, and feedback regarding special education programs and services.

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.

Action 2.6 Increased Systems of Support
The action was underspent by 27% due to a mid-year vacancy in the Assistant Principal position at the high school. The position remained unfilled for the remainder of the fiscal year, with the newly hired Assistant Principal scheduled to begin in the next fiscal year. In addition, the budget for the split of one MTSS position was originally estimated at a 60/40 allocation; however, actual funding was distributed in the reverse proportion, with 60% charged to Vivian Banks Charter School and 40% charged to Bonsall Unified School District.

Action 2.7 Physical Education/Athletics

The action was underspent by 75% because site allocations were not fully utilized due to a miscommunication between the District Office and school sites. As a result, sites were unaware of the budget string available to them and did not expend the allocated resources as originally planned.

Action 2.11 Counselling Services and Social-Emotional Learning
The action was underspent by 38% compared to the estimated budget due to the cancellation of the 2026 Equity Conference by the San Diego County Office of Education. As a result, planned expenditures associated with conference registration, travel, and participation were not incurred.

Action 2.12 Health Supports
There was a 14% material difference between the budget and estimated actuals. The salary and related labor costs for health staff were impacted due to health and welfare benefit costs of about 10%.

LREBG Allocation
A material difference between Budgeted Expenditures and Estimated Actual Expenditures occurred as a result of the 2025–26 Learning Recovery Emergency Block Grant (LREBG) allocation. The district received $81,268 in LREBG funding after the adoption of the 2025–26 LCAP; therefore, these funds were not included in the original LCAP budget. Upon receipt, the allocation was incorporated into LCAP expenditures and used to support planned services aligned with Goal 2. As a result, the additional funding is reflected as a material difference between the budgeted and actual expenditures for the year.

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
The English Learner Parent Support action was effective in increasing engagement and reducing barriers for English Learner families during the 2025–26 school year. BUSD strengthened support for parents of English Learners by hosting Parent Universities at each school site and providing comprehensive support for DELAC and ELAC meetings, including translation services, childcare, and meals to encourage participation. Translation and interpreter services were expanded districtwide, particularly during Individualized Education Program (IEP) meetings, and contracted bilingual services, such as Hola, were utilized to support assessments and communication with families. The Community Liaison facilitated workshops focused on adult English language development, technology skills, and workforce readiness while also connecting families with local and state resources. District and site communications continued to be translated to improve accessibility and ensure meaningful participation in school programs and decision-making.

The effectiveness of this action was monitored through Metric 2.8 (Average Parent Event Attendance Rate). Parent participation data demonstrated continued engagement in school activities and parent education opportunities, while parent survey results reflected positive perceptions of communication, accessibility, and family engagement efforts. Additionally, English Learner progress data provided evidence that strengthened family partnerships and access to resources supported student success and language development. Together, these metrics indicate that the action effectively increased family engagement and reduced barriers for English Learner families.

2.2 English Learner Reclassification Recognition: Effective

Recognition efforts for English Learners were effectively implemented during the 2025–26 school year to celebrate and elevate the significance of reclassification as an important academic milestone. Students who successfully reclassified were recognized through school events, awards ceremonies, and public acknowledgments that highlighted their achievement in attaining English proficiency and meeting academic criteria for reclassification. These celebrations promoted visibility, affirmed student perseverance and growth in language acquisition, built student confidence, and reinforced a positive and inclusive school climate that values multilingualism and academic success.

The effectiveness of this action is monitored through Metric 2.8 (Average Parent Event Attendance Rate). Reclassification recognition events provide meaningful opportunities for families to participate in and celebrate their students' academic achievements. Increased family attendance at these events reflects stronger family engagement, reinforces home-school partnerships, and demonstrates the district's commitment to recognizing and supporting the success of English Learners and their families.

2.3 Educator Partner Engagement: Effective
The district remains committed to actively seeking and valuing the voices of its diverse educational partner groups and communities through multiple engagement opportunities, including SSC, DELAC, ELAC, Parent Teacher Organizations, Design Team meetings, the Superintendent's Advisory Committee, NLAC, and school-based events. These opportunities were intentionally designed to gather meaningful input, strengthen collaboration, and ensure that families from all backgrounds have a voice in district and school decision-making processes. As a result, parent involvement increased, relationships between home and school strengthened, and communication, trust, and shared ownership for student success continued to grow across the district community.

The effectiveness of this action was monitored through Metric 2.10 (Average Parent Event Attendance Rate) and Metric 2.9 (Local Performance Indicator Self-Reflection Tool). Participation data demonstrated continued family engagement in district and site events, while parent survey results reflected positive perceptions regarding communication, opportunities for involvement, and meaningful participation in decision-making processes. Feedback collected through advisory committees, school events, and parent leadership groups further demonstrated that educational partners felt welcomed, informed, and valued. Together, these metrics indicate that the action was effective in strengthening partnerships, increasing family engagement, and fostering a collaborative culture focused on student success.

2.4 Site Attendance Teams: EFFECTIVE
Site attendance teams continue to function at all school sites and have contributed to ongoing monitoring of chronic absenteeism data and implementation of targeted attendance interventions. These efforts have supported measurable improvements in attendance outcomes during the current year, including a districtwide decrease in chronic absenteeism from 19% at baseline to 11.3% in 2025–26, as well as significant reductions among socioeconomically disadvantaged students and at multiple school sites. Despite these improvements, challenges persist with sustained family engagement and follow-through for students experiencing severe or ongoing attendance barriers. Attendance teams continue refining intervention practices, strengthening communication systems, and implementing more proactive supports to address persistent absenteeism and improve student attendance outcomes across all student groups.

The effectiveness of this action was monitored through Metric 2.1 (Chronic Absenteeism Rate) and Metric 2.2 (Average Daily Attendance Rate). These efforts contributed to measurable improvements in attendance outcomes, including a reduction in districtwide chronic absenteeism from a baseline of 19.0% to 11.3% in 2025–26, along with significant decreases among socioeconomically disadvantaged

students and across multiple school sites. Attendance data also reflected improved student engagement and increased consistency in school attendance.

2.5 Communication TOSA: EFFECTIVE
The Communications TOSA continues to provide districtwide support to all school sites through consistent communication practices, coordinated messaging, branding alignment, and stakeholder outreach efforts. This role remains instrumental in strengthening transparency, increasing family and community engagement, and building trust through multilingual communications, timely updates, promotion of school and district events, and expanded outreach efforts that ensure families remain informed and connected to district initiatives and opportunities.

2.6 MTSS System: EFFECTIVE
The districtwide Multi-Tiered System of Supports (MTSS) framework continues to strengthen implementation across all school sites, with a continued emphasis on Tier 1 and Tier 2 academic, behavioral, attendance, and social-emotional supports. MTSS TOSAs supported schools through the use of academic and behavioral screening tools, including i-Ready, STAR, and SRSS-IE, to identify student needs and implement targeted interventions. Elementary school sites demonstrated strong implementation of intervention systems and attendance supports, contributing to notable improvements in student attendance and engagement outcomes. The district also continued to refine its MTSS data systems and progress-monitoring practices by implementing district dashboards and data-review structures to support timely intervention and decision-making. While implementation and documentation practices have improved, continued professional learning and calibration will focus on strengthening consistency of intervention fidelity, progress monitoring, and data utilization across all grade spans, particularly at the secondary level, to ensure equitable and effective support for all students.

The effectiveness of this action was monitored through Metric 2.10 (Average Parent Event Attendance Rate) and Metric 2.9 (Local Performance Indicator Self-Reflection Tool). Parent participation data demonstrated continued engagement in school and district events, while survey results reflected positive perceptions regarding communication, access to information, and opportunities for family involvement. Feedback from educational partners indicated that district communications were timely, accessible, and helpful in keeping families informed about student learning, programs, and district initiatives. Together, these metrics indicate that the Communication TOSA was effective in strengthening family engagement, improving communication systems, and fostering stronger connections between schools, families, and the broader community.

2.7 Athletic/PE Equipment: EFFECTIVE
All school sites continue to receive updated athletic and physical education equipment to support student wellness, physical activity, and engagement in school programs. These investments have contributed to increased opportunities for student participation in athletics, physical education, and extracurricular activities, particularly at the middle and high school levels. Expanded access to quality equipment and improved athletic resources have supported student wellness, strengthened school connectedness and spirit, and contributed to positive school climate efforts across the district.

2.8 Arts & Music Program: EFFECTIVE
The district continues to prioritize and expand Arts and Music opportunities across elementary and secondary school sites through consistent program offerings, student performances, visual arts experiences, and enrichment opportunities aligned to the district's commitment to educating the whole learner. Students continue to have access to music instruction, visual arts, performance-based learning experiences, and districtwide showcases that celebrate student creativity and achievement. Events such as the district Art Show and expanded

elementary music opportunities have strengthened student engagement, school connectedness, and opportunities for authentic learning experiences. The district continues to invest in resources, equipment, and program development to further enhance Arts and Music offerings based on student interest, enrollment trends, and expanded opportunities for student participation across all grade levels.

The effectiveness of this action is monitored through Metric 2.14 (Climate Survey), which measures students' sense of belonging, engagement, and connection to their school community. Participation in Arts and Music programs provides students with opportunities for self-expression, collaboration, and meaningful involvement in school activities, contributing to stronger school connectedness and a positive school climate.

2.9 Future Ready Initiative: EFFECTIVE
The Future Ready Initiative continues to expand through the development of high school academies, Career Technical Education pathways, and authentic learning experiences aligned to college, career, and future workforce readiness. High school academy pathways in areas such as Medical Science, Law and Leadership, Computer Science/Engineering, and Arts and Media continue to provide students with opportunities to connect academic learning to real-world applications and postsecondary goals. Districtwide technology integration, including 1:1 student device access and the implementation of digital instructional platforms, continues to support personalized learning, student engagement, career exploration, and college readiness. Counseling supports, curriculum alignment, and expanded career-connected learning opportunities have contributed to increased College and Career Indicator (CCI) outcomes, reflecting continued progress in preparing students for postsecondary success.

The effectiveness of this action is monitored through Metric 2.2 (High School Dropout Rate) and Metric 2.3 (Graduation Rate). By providing students with relevant career pathways, college-preparatory opportunities, personalized learning experiences, and clear connections between coursework and future goals, the Future Ready Initiative increases student engagement and motivation to remain in school through graduation. Continued improvements in graduation rates and reductions in dropout rates demonstrate the effectiveness of these efforts in preparing students for successful postsecondary transitions while promoting persistence, achievement, and long-term educational success.

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 2025 California School Dashboard data indicating a 4.8% 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.

The effectiveness of this action is monitored through Metric 2.3 (Graduation Rate), Metric 2.4 (Suspension Rate), and Metric 2.5 (Chronic Absenteeism Rate). Expanded counseling services are intended to increase student engagement, improve attendance, reduce behavioral

incidents that lead to suspension, and provide targeted academic and social-emotional support that promotes school success. Improvements in graduation rates, reductions in suspension rates, and decreases in chronic absenteeism, particularly among student groups identified for additional support, serve as key indicators of the effectiveness of counseling services and the district's efforts to create a safe, supportive, and inclusive learning environment for all students.

2.11 Equity and Inclusion: EFFECTIVE
Action 2.11 Equity and Inclusion was effective in advancing inclusive practices, strengthening stakeholder voice, and supporting equitable opportunities for underserved student groups, with a continued focus on addressing disparities impacting American Indian students. In response to the 2025 California School Dashboard data showing a 4.8% increase in suspension rates for American Indian students, the district intensified efforts to create more supportive and culturally responsive school environments. The district continued collaboration through the Native Learner Advisory Committee (NLAC) and Native Learner Outcome Group (NLOG), which supported Differentiated Assistance work through ongoing monitoring of attendance and suspension data, targeted interventions, and stakeholder feedback. Additional implementation included student and family engagement forums, professional learning focused on culturally responsive and trauma-informed practices, and continued collaboration with representatives from the Pala Band of Mission Indians related to culturally appropriate curriculum development. Although the planned SDCOE Equity Conference was canceled and no expenditures occurred for that portion of the action, the district continued equity-focused work through internal collaboration and site-based supports. Overall, the action strengthened inclusive practices, culturally responsive supports, and systems designed to improve belonging and student 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. The effectiveness of this action is monitored through Metric 2.12 (District Nurse/Health Technician Records). Health services data, including student health office visits, medication administration, health screenings, care coordination, and referrals to community-based services, provide information regarding student access to health supports and the responsiveness of services provided. Ongoing review of district nurse and health technician records helps the district evaluate service utilization, identify emerging student health needs, and ensure that health supports are effectively contributing to student well-being, school attendance, and access to learning.

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. The effectiveness of this action is monitored through Metric 2.13 (Transportation Requests and Service Records). Transportation service data, including transportation requests, route utilization, service availability, and the district's ability to meet student transportation needs, provide evidence of the accessibility and effectiveness of transportation services. Ongoing review of transportation records helps ensure that students have reliable access to school and school-related programs, supports regular attendance, and allows the district to efficiently respond to changing enrollment patterns and family needs.

2.14 SECAC (Special Education Community Advisory Committee): INEFFECTIVE
The effectiveness of Action 2.14 was limited during the 2025–26 school year due to inconsistent participation in Community Advisory Committee (CAC) meetings. While the District continued to support family engagement and communication regarding special education

services through other channels, limited attendance at CAC meetings reduced opportunities to gather parent feedback, participate in regional discussions, and strengthen connections with families through the CAC structure. As part of the District's continuous improvement efforts, Special Education Services reviewed barriers to participation and implemented several strategies to strengthen future engagement. For the 2026–27 school year, the District conducted a districtwide outreach and interest survey seeking parent representatives for the CAC. Two parents were selected to serve as District representatives, while additional interested parents were invited to participate in the District's Special Education Planning Committee, which supports Compliance and Improvement Monitoring (CIM) activities. The District has also increased communication regarding CAC opportunities through Board meeting announcements and by including CAC information in annual IEP meeting materials provided to families. In addition, the District partnered with Seed of Partnership to distribute a survey to all parents of students with IEPs to gather feedback regarding their experiences with the IEP process and special education services. While this effort was not conducted exclusively for Action 2.14, the feedback collected supports the broader goal of increasing family engagement and incorporating parent voice into program improvement efforts. These actions are expected to strengthen parent participation, improve communication, and increase the effectiveness of this action in supporting meaningful family engagement during the 2026–27 school year.

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

Funding Changes for 2025–26
Action 2.4: The funding increase is attributed to raising the allocation for attendance clerks' and registrars' salaries and benefits from 10% to 50%.
Action 2.6: Funding decreased due to alignment with the prior year's estimated actual expenditures.
Action 2.8: Funding decreased as a result of a one-time reduction in the Arts, Music, and Instructional Materials Block Grant.
Action 2.9: Funding increased by $8,000 based on the 2024–25 estimated actual expenditures and projected salary increases.
Action 2.10: Funding decreased due to the reduction of one counselor position.
Action 2.12: Funding increased to account for projected salary increases and the full salaries and benefits of the Health Technician and Nurse.
Action 2.13: Funding increased due to projected salary increases and contracted services costs.

Revised 2026-27 Metrics & Targeted Outcomes:
2.2 High School Dropout Rate metric has been revised for the 2026-27 targeted outcomes based on reflections from prior practice and analysis of student outcome data. The district revised the 2.2 High School Dropout Rate metric to better reflect the significant progress achieved in reducing student dropout rates. The previous target focused on decreasing the dropout rate by 10%; however, the district exceeded expectations by reducing the rate from a 23% baseline in 2023 to 3.26% in 2025. As a result, the district determined that continued large percentage reductions were no longer the most meaningful measure of success at the current performance level. The revised target now emphasizes maintaining the high school dropout rate below 3% annually while continuing to work toward a long-term goal of 2% or lower. This adjustment reflects a shift from rapid reduction efforts to sustaining positive outcomes through continued academic supports, student engagement strategies, credit recovery opportunities, attendance interventions, and expanded college and career readiness pathways.

2.3 Graduation Rate Indicator metric was revised for the 2026–27 target outcomes based on reflections from prior practice and analysis of student outcome data. The district revised the 2.3 Graduation Rate Indicator target to better reflect the substantial progress achieved in

recent years. The graduation rate increased from a 70.5% baseline in 2023 to 89.1% in 2025, exceeding the original target and demonstrating the effectiveness of expanded academic supports, credit recovery opportunities, student engagement strategies, and college and career readiness pathways. As a result, the district adjusted the target outcome from focusing primarily on large annual increases to emphasizing the maintenance of high performance and continuous improvement. The revised target now focuses on maintaining a graduation rate of 90% or higher annually while working toward a long-term goal of 95%. This revision reflects the district's commitment to sustaining successful practices while continuing to strengthen systems and supports that promote student persistence, graduation, and postsecondary readiness.

2.4 Suspension Rate Indicator was revised for the 2026–27 school year based on reflections from prior practice and analysis of student outcome data. While the original target aimed to maintain suspension rates below 1%, the district's overall suspension rate increased from a 1.7% baseline in 2023 to 2.7% in 2025, indicating the need for additional targeted supports and intervention strategies. As a result, the district revised the metric to focus on achieving measurable annual reductions in suspension rates, with the long-term goal of reducing the overall suspension rate to 1% or lower. Planned actions for the coming year will continue to strengthen restorative practices, MTSS implementation, behavior intervention systems, student engagement strategies, and school climate supports to reduce exclusionary discipline practices across all sites.

2025-26 Learning Recovery Emergency Block Grant (LREBG)
No changes were made to the district's goals, metrics, target outcomes, or planned actions as a result of the Learning Recovery Emergency Block Grant (LREBG) allocation. The district received $81,268 in LREBG funding after the adoption of the 2025–26 LCAP and used the funds to support existing services and actions within Goal 2. Specifically, the funding supported Action 2.10 School Psychologist services, Action 2.6 Qualtrics for stakeholder engagement and data collection, and Action 2.10 Elementary Student Leadership Curriculum to strengthen student leadership, engagement, and school connectedness.

Based on the successful implementation of these services and the ongoing needs identified through district data and educational partner feedback, the district will continue to utilize future LREBG allocations to support these same actions in 2026–27. The effectiveness of these investments will be monitored through LCAP Metrics 2.1 (Attendance Rate), 2.4 (Chronic Absenteeism), 2.5 (Suspension Rate), 2.6 (Dropout Rate), 2.9 (School Climate Survey Results), 2.10 (California Healthy Kids Survey Results), and 2.14 (Student Connectedness and Engagement Measures). The additional funding enhanced the implementation of existing priorities but did not result in changes to the planned goals, metrics, target outcomes, or actions.

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 support and services for our parents of English Learners by providing:	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
2.2	English Learner Reclassification Recognition Events	BUSD will host district-level reclassification recognition events for students and families. Funding: LCFF	$2,500.00	Yes
2.3	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.	$65,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		BUSD will increase opportunities for multicultural events and celebrations at each school site. Funding: LCFF Title III		
2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	School site attendance teams will prioritize the following 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. 3. Creatively and meaningfully promote and incentivize positive and improved attendance. 4. Schedule timely SART and SARB meetings for students whose attendance requires 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	$257,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
2.6	Increased Systems of Support LREBG-Funded Action	A multi-tiered system 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	$356,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.) A 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, and 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 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 Student Support and Professional Development Discretionary Block Grant (SSPDBG) ELOP LREBG		
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)	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		LCFF		
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. 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:	$878,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LCFF 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 status, 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. 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	$119,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Counseling Services and Social-Emotional Learning LREBG-Funded Action	School counselors provide social-emotional support to student groups such as foster youth, homeless students, 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 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 LREBG	$340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 the Native Learner Advisory Committee, Student Forums, English Learner Advisory Committees, etc. 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	$6,500.00	Yes
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.	$771,681.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. BUSD health staff will administer vision and hearing testing and support our students with Type 1 Diabetes. Funding: LCFF Unrestricted SpEd		
2.13	Transportation Services	BUSD recognizes the needs of many of our families for transportation services. Supporting access to transportation can remove 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. 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	$1,299,243.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Funding: No Cost	$0.00	No

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	2025-26 Learning Walks: District Facilitated: 2 Secondary Facilitated: 1 Elementary Facilitated: 2	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 2025–26 Status District-Facilitated 2-yearly 2 Site-Facilitated 5-yearly 3 Summary: Learning Walk implementation fell short of site goals; data collection tool development is still underway.
3.2	Student-led Conferences and/or Exhibitions of Learning in Grades 4-8. 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-led Conferences and/or Exhibitions of Learning in Grades 4-8: 4th and 5th grade have implemented student-led conferences.	2025-26 Student-led Conferences and/or Exhibitions of Learning in Grades 4-8: 4th and 5th grades have implemented student-led conferences.	All students in grades 4-8 participate in student-led conferences and/or exhibitions of learning.	Target: Full implementation in Grades 4–8 baselin Status: Achieved at all grade levels (4–8) Summary: All students in grades

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6th - 8th grades have implemented student-led conferences.	6th - 8th grades have implemented student-led conferences.		4–8 participated in student-led conferences or exhibitions, and full implementation was 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.	2025-26 Student Reflective Portfolios and/or Exhibitions of Learning in Grade 11: Bonsall High School has implemented the exhibition of learning in grades 9-12, including a digital portfolio that is aligned with the Learner Profile.	All students in grade 11 participate in student reflective portfolios and/or exhibitions of learning.	Target: Full implementation for Grade 11 Status: Implemented Summary: Bonsall High School conducted the first exhibition of learning grades 9-12, which included a digital portfolio aligned to the District Learner Profile.
3.4	Annual 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% iReady Math:55% Annual Stretch Growth: iReady Reading: 40% iReady Math: 24% STAR (6-12)	2024-25 Mid-Year Diagnostic (winter) iReady (K-5) Annual Typical Growth: iReady Reading: 67% iReady Math: 48% Annual Stretch Growth:	2025-26 Mid-Year Diagnostic (winter) iReady (K-5) Annual Typical Growth: iReady Reading: 74% iReady Math: 50% Annual Stretch Growth:	Mid-Year Diagnostic (winter) iReady (K-5) Annual Typical Growth: iReady Reading: 73% iReady Math: 62% Annual Stretch Growth:	iReady (Grades K-5) Annual Typical Growth: Reading Baseline: 73%, Winter 2025-26 74%, Change +1 pt, Yr. 3 Target 73% (Target Met) Math Baseline: 62%, Winter 2025-26 50%, Change -12 pts, Yr. 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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. Modifications to the goal were made.	iReady Reading: 37% iReady Math: 18% STAR (6-12) Student Growth Percentile: STAR Reading: 67.6% scored at or above typical growth STAR Math: 59.6% scored at or above typical 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 Revised 2026-27 Target: iReady (K-5) Annual Typical Growth: iReady Reading: 75% iReady Math: 58% Annual Stretch Growth: iReady Reading: 45% iReady Math: 28% STAR (6-12) Student Growth Percentile:	Target 62% (+12 pts needed) Annual Stretch Growth: Reading Baseline: 49%, Winter 2025-26 37%, Change -17 pts, Yr. 3 Target 49% (+12 pts needed) Math Baseline: 35%, Winter 2025-26 18%, Change -17 pts, Yr. 3 Target 35% (+17 pts needed) ELA STAR (Grades 6–12) Student Growth Percentile (Typical or Above): Baseline 77%, Winter 2025-26 67.6%, Change -9.4 pts, Yr. 3 Target 77% (+9.4 pts needed) Math STAR (Grades 6–12) Student Growth Percentile (Typical or Above):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					STAR Reading: 72% score at or above typical growth STAR Math: 66% score at or above typical growth	Baseline 71%, Winter 2025-26 59.6%, Change -11.4 pts, Yr. 3 Target 71% (+11.4 pts needed) Summary: iReady (K–5): Winter data indicate Reading Typical Growth slightly exceeded the Year 3 target, while Math Typical Growth and both Stretch Growth measures declined below target expectations, with the greatest area of need remaining in Math Stretch Growth. STAR (6–12): Winter STAR results show both Reading and Math growth percentages below the Year 3 targets. Reading remains closer to target attainment, while Math demonstrates a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						larger gap requiring continued instructional support and intervention.
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%) Bonsall Elementary: ELPI: Yellow (41.9%)	English Learner Progress: District: Yellow (49.3%) Bonsall Elementary: ELPI: Orange (38.5%)	English Learner Progress: District: Green (60%) Bonsall Elementary: ELPI: Green (60%) increase by 10 percentage points per year. Revised 2026-27 Target: Increase the percentage of English Learners making progress toward English language proficiency to 55%	District: Baseline 2024–25 Yellow (55.3%) Yellow (49.3%) Bonsall Elementary: Baseline 2024–25 Red (39.3%) Orange (38.5%) Summary: The District did not meet the baseline target, with the ELPI declining by 6 percentage points from the baseline, indicating continued stagnation in English learner progress outcomes. Bonsall Elementary School showed a slight decline .8% from the baseline,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						decreasing from 39.3% (Red) to 38.5% (Orange). While the overall percentage decreased minimally, the school improved its performance level from Red to Orange, reflecting modest progress in English learner progress outcomes.
3.6	EL Reclassification Rate Source of Data: CA Dashboard	2022-23 Reclassification Rate: 22%	2023-24 Reclassification Rate: 14.28%	2024-25 Reclassification Rate: 23%	Increase by 3 percentage points per year.	Target: Increase by 3 percentage points annually Year Rate Change Status 2022–23 22% Baseline 2023–24 14.28% -7.72% Decline 2024-25 23% 1% Increase Summary: The reclassification rate increased by 1%. The annual target was achieved; however, the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						three-year target was not met
3.7	i-Ready: Math & Reading (K-5) STAR Reading and Math (6-12) Source of Data: iReady Reading and Math Scores STAR Reading and Math Scores	2023-24 Fall-Winter iReady (K-5) Districtwide Math: 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%	2024-25 Fall-Winter iReady (K-5) 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, the data timeline was changed. Modifications to	2025-26 Fall-Winter iReady (K-5) Districtwide Math: Tier 1: 36% Tier 2: 49% Tier 3: 15% Districtwide ELA: Tier 1: 50% Tier 2: 34% Tier 3: 15% 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%	Fall-Winter iReady (K-5) Districtwide Math: Tier 1: 70% Tier 2: 20% Tier 3: 5% Districtwide ELA: Tier 1: 80% Tier 2: 15% Tier 3: 5% STAR (6-12) Districtwide Math: Tier 1: 28.9% Tier 2: 30.7% Tier 3:40.4% Districtwide ELA: Tier 1: 38.5% Tier 2: 29.1% Tier 3: 32.2% Revised 2026-27 Targets: Fall-Winter iReady (K-5) Districtwide Math: Tier 1: 50% Tier 2: 40% Tier 3: 10% Districtwide ELA:	Fall–Winter Tier Distribution Comparison iReady (Grades K–5) Districtwide Math: Tier 1:Goal 70%, 2025–26 36%, Change -34 Tier 2:Goal 20%, 2025–26 49%, Change +29 Tier 3:Goal 5%, 2025–26 15%, Change +10 Districtwide ELA: Tier 1:Goal 80%, 2025–26 50%, Change -30 Tier 2:Goal 15%, 2025–26 34%, Change +19 Tier 3:Goal 5%, 2025–26 15%, Change +10 STAR (Grades 6–12) Districtwide Math:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the goal were made.		Tier 1: 60% Tier 2: 30% Tier 3: 10% STAR (6-12) Districtwide Math: Tier 1: 36% Tier 2: 32% Tier 3:32% Districtwide ELA: Tier 1: 45% Tier 2: 30% Tier 3: 25%	Tier 1:Goal 28.9%, 2025–26 31.4%, Change +2.5 Tier 2:Goal 30.7%, 2025–26 31.4%, Change +0.7 Tier 3:Goal 40.4%, 2025–26 37.2%, Change -3.2 Districtwide ELA: Tier 1:Goal 38.5%, 2025–26 39.8%, Change +1.3 Tier 2:Goal 29.1%, 2025–26 29.6%, Change +0.5 Tier 3:Goal 32.2%, 2025–26 30.6%, Change -1.6 Summary Fall-to-winter data indicate contrasting trends between elementary and secondary grade spans. In grades K–5, iReady results show substantial decreases in Tier 1 performance in both Math and ELA, accompanied

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						by notable increases in Tier 2 and Tier 3 placement percentages. These results suggest that a larger proportion of elementary students require strategic and intensive academic support compared to the established goals. In grades 6–12, STAR results demonstrate modest improvement across both Math and ELA. Tier 1 percentages increased slightly, while Tier 3 percentages declined, indicating a gradual movement of students toward benchmark performance levels. Secondary ELA demonstrated the greatest improvement,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						while Math also showed incremental positive movement toward the established goals.
3.8	A-G Course Completion and CTE Pathway Completion Source of Data: Dataquest	2023: A-G: 38% CTE: 0% (Completer course added in 2024-2025)	2024: A-G: 35% CTE: 0%	2025: A-G: 63.41% CTE: 6.8%	Increase by 5 percentage points per year. Revised 2026-27 Targets: A–G Completion Rate of 72% CTE Completion Rate of 15%	Target: Increase each by 5 percentage points annually Measure 2023 2025 Change Status A-G 38% 63.41% +25.41% Met CTE 0% 6.8% +6.8% Met Summary: The district demonstrated significant growth in college- and career-readiness indicators between 2023 and 2025. The A–G completion rate increased by 25.41 percentage points, reflecting a substantial improvement in students' access to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and successful completion of college-preparatory coursework. Additionally, Career Technical Education (CTE) pathway completion increased from 0% to 6.8%, indicating expanded opportunities for students to engage in career-focused pathways and earn concentrator or completer status. These increases demonstrate meaningful progress in preparing students for postsecondary education and career readiness outcomes.
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:	2024-25 Overall % of students taking Early College Courses: 23% of the total student population	2025-26 Overall % of students taking Early College Courses: 36% of the total student population	33% of the total student population taking Early College Courses 33% of the total student population	3 Yr Target: =33% of the total student population taking Early College Courses Year 25–26 Early College Status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 16% HI: 20% SED: 23% SWD: 15% Overall % of students taking CTE Courses: 22% of the total student population % of EL, HI, SED, and SWD taking CTE Courses EL: 7% HI: 19% SED: 26% SWD: 21%	% of EL, HI, SED, and SWD taking Early College Courses: EL: 2.6% HI: 41% SED: 66% SWD: 18% 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: 9%	% of EL, HI, SED, and SWD taking Early College Courses: EL: 7% HI: 56% SED: 75% SWD: 10% Overall % of students taking CTE Courses: 29% of the total student population % of EL, HI, SED, and SWD taking CTE Courses EL: 11% HI: 59% SED: 74% SWD: 30%	taking CTE Courses Revised 2026-27 Targets: 45% Early College Participation 35% CTE Participation	36% Met CTE Participation Status 29% Not Met Disaggregated EC Student Group Gains (23–26): SED students: Early College +52% HI students: Early College from +36% EL students: Drop in Early College -9% Disaggregated CTE Student Group Gains (23–26): SED students: CTE from +48% HI students: CTE from +40% EL students: CTE +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Summary: The district exceeded its three-year target of 33% student participation in Early College courses, reaching 36% participation in 2025–26. While the CTE participation target was not met, participation increased to 29% of the total student population, reflecting continued growth in college and career readiness opportunities. Significant gains were demonstrated among student groups, particularly for socioeconomically disadvantaged students, whose participation increased from 23% to 75% in Early College and from 26% to 74% in CTE courses.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Hispanic student participation also increased substantially, with Early College participation rising from 20% to 56% and CTE participation increasing from 19% to 59%. English Learner participation in CTE courses increased from 7% to 11%; Early College participation for English Learners also increased from 7% to 11%.
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	2024-25 23 assessments 65% received 3 or better	70% receive 3 or better	Substantial growth in AP performance (scoring 3+) from 30% to 65%, indicating a +35% increase in college readiness.
3.11	Early Assessment Program Participation and Demonstration of Readiness Source of Data: CA Dashboard Data Explorer	2022-23 ELA 95% participation 54.5% demonstrate readiness for college-level coursework	2023-24 ELA 95% participation 52.5% demonstrate readiness for college-level coursework	2024-25 ELA 95% participation 52.6% demonstrate readiness for college-level coursework	ELA >95% participation 62% demonstrate readiness for college-level coursework	Year Participation Rate Readiness 2022–23 95% 54.5% 2024–25 95% 52.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Summary: The district maintained a strong 95% participation rate in ELA testing between 2022–23 and 2024–25. However, the percentage of students demonstrating readiness for college-level coursework in ELA declined by -1.9%, decreasing from 54.5% to 52.6%, indicating a slight decline in college readiness outcomes over the two years.
3.12	Physical Fitness Exam Proficiency Source of Data: District record of PFT participation rates.	2023 Reporting participation rate as scores for proficiency is not reported this year. Grade 5 - 100% Grade 7- 100% Grade 9- 100%	2024 Reporting participation rate as scores for proficiency is not reported this year. Grade 5 - 100% Grade 7- 100% Grade 9- 100%	2025 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 [2025-26]

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: PARTIALLY IMPLEMENTED
The district conducted two district-led math learning walks with elementary principals, facilitated by the Director of Educational Services, to calibrate instructional feedback and ensure consistent support for the implementation of the new mathematics curriculum across all elementary sites. At the secondary level, schools conducted site-based learning walks to support reflective practices, strengthen instructional collaboration, and promote ongoing professional growth. To ensure the continuation of these practices (1 per semester), learning walks for the 2026–27 school year will be scheduled before the end of the current school year.

3.2 & 3.3 Literacy Achievement & Math Achievement: FULLY IMPLEMENTED
The district implemented literacy and mathematics strategies across both elementary and secondary grade levels, with staff consistently following established instructional expectations and frameworks to support student learning and professional collaboration. Professional learning opportunities and grade-level collaboration time were aligned to strengthen Tier 1 core instruction and Tier 2 intervention practices across all school sites. In addition, ongoing monitoring, reflection, and collaborative planning time have been incorporated into the 2026–27 professional learning calendar to ensure continued alignment with district priorities and instructional goals. There were no significant differences between the planned actions and the implementation of this action.

3.4 Professional Development: FULLY IMPLEMENTED
Professional learning opportunities focused on enhancing instructional practices and supporting district priorities through targeted training in educational use of Artificial Intelligence (AI), Crisis Prevention Intervention (CPI), secondary writing strategies, and strengthening Tier 1 mathematics instruction at the elementary level. Elementary teachers participated in sustained mathematics professional development related to curriculum implementation, lesson design, instructional delivery, data analysis, and intervention planning, while secondary teachers engaged in research-based writing strategy training to strengthen student communication and analytical skills across content areas. The district partnered with external vendors and educational consultants to provide specialized training, coaching, lesson study opportunities, and technical assistance for teachers, site administrators, and district leadership. Challenges associated with implementation were minimal and primarily related to scheduling and coordination across sites; however, the professional development opportunities were well-received by staff and positively supported collaboration, instructional consistency, and implementation of district priorities.

3.5 Special Education Professional Development: FULLY IMPLEMENTED
The action was substantially implemented during the 2025–26 school year through a coordinated system of professional learning, collaboration, communication, and ongoing support for Special Education staff. Quarterly meetings were held with Education Specialists and paraprofessionals to provide training, address emerging needs, share best practices, and strengthen implementation of district procedures. Related service providers participated in monthly meetings focused on service delivery, compliance, collaboration, and program consistency. Staff also had ongoing access to professional development opportunities and professional learning communities offered through NCCSE throughout the year. Professional learning focused on IEP development, compliance requirements, instructional practices, accommodations, behavior supports, and strategies to increase student access to the least restrictive environment. In addition to scheduled trainings, Special Education Services provided ongoing communication through a quarterly newsletter that reinforced training topics, shared procedural

updates, highlighted available resources, and promoted consistency in practices across the District. The Special Education Teacher on Special Assignment (TOSA) was instrumental in implementing Action 3.5. The position provided dedicated leadership and support for professional development activities, facilitated staff collaboration, developed training materials and resources, and delivered ongoing job-embedded coaching, consultation, and technical assistance to Education Specialists, paraprofessionals, related service providers, and site teams. This role transformed professional learning from a series of scheduled meetings into an ongoing system of support that strengthened staff capacity, promoted consistency in special education practices, and improved implementation of district procedures and compliance requirements across school sites. The TOSA position significantly expanded the District's capacity to provide timely, individualized support to staff throughout the school year, allowing professional learning to be reinforced through ongoing application in classroom, IEP, and student support settings. Challenges included balancing professional development opportunities with staffing demands, service delivery responsibilities, and varying levels of staff experience. Despite these challenges, the District maintained consistent professional learning opportunities, strengthened collaboration among Special Education staff, and increased access to job-embedded support. These efforts contributed to greater consistency in special education practices and improved staff capacity to implement effective and compliant services for students with disabilities.

3.6 District Writing Program: PARTIALLY IMPLEMENTED
The district writing program continued to progress through ongoing calibration, data analysis, and professional learning designed to strengthen writing instruction across grade levels. Secondary teachers participated in professional development focused on the Jane Schaffer Writing Framework to support consistent instructional practices and improve student writing outcomes. Elementary sites administered three district writing prompts during the year to monitor student progress and identify instructional needs. While implementation of the writing program is occurring across the district, additional structured collaboration time is needed for teachers to analyze student writing data, calibrate scoring practices, and develop targeted Tier II interventions for struggling writers. Continued focus will be placed on strengthening vertical alignment and ensuring consistent writing expectations and supports across all schools and grade levels.

3.7 Update Library Publication Dates: FULLY IMPLEMENTED
All schools received funding to update instructional materials and library resources with an emphasis on maintaining current, relevant, and culturally responsive materials. Schools intentionally selected resources that reflected diverse perspectives and student identities to strengthen student engagement and connection to learning. The action was implemented as planned, with no significant differences between the intended and actual implementation.

3.8 Summer Institute: FULLY IMPLEMENTED
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: FULLY IMPLEMENTED
The school year kick-off event provided an opportunity to align staff around the district’s shared vision, values, and commitment to the Bonsall Unified Learner Profile. The event emphasized the importance of creating student-centered learning experiences that support future-ready learners and reinforced consistency in instructional priorities across all school sites. This collective focus strengthened collaboration among staff and supported a unified commitment to developing resilient, engaged, and empowered students.

3.10 English Language Supports: FULLY IMPLEMENTED
Professional development focused on strengthening integrated ELD strategies across all school sites, including Level 1 GLAD training for designated site teachers to support language development and instructional strategies for multilingual learners. Additional support was provided through grade-level collaboration, instructional coaching, and differentiated instruction training at the secondary level.

3.11 Summer Learning Program: FULLY IMPLEMENTED
The district implemented credit recovery opportunities for high school students and targeted reading and math intervention programs for elementary students to address unfinished learning and close achievement gaps. These supports provided students with additional opportunities to meet graduation requirements, strengthen foundational skills, and accelerate academic growth through targeted instruction and intervention services.

3.12 Expanded Learning Opportunities: FULLY IMPLEMENTED
The district expanded learning opportunities through targeted academic interventions and supplemental supports designed to meet the diverse needs of students. MTSS Teachers on Special Assignment (TOSAs) provided direct support at the elementary sites by coordinating and facilitating small-group instruction focused on reading and mathematics intervention. These supports were informed by assessment data and aligned to Tier II instructional practices to address specific student learning needs and accelerate academic growth. At the secondary level, tutoring services were available to support students in core academic subjects, provide additional assistance with coursework, and help students remain on track for academic success and graduation requirements.

3.13 Early College and Future Readiness: FULLY IMPLEMENTED
The Early College and Future Readiness initiative prioritized expanding equitable access to college and career opportunities for historically underrepresented student groups, including Hispanic, socioeconomically disadvantaged, and homeless students. Through increased counseling support, targeted outreach, and expanded transportation access, more students were able to participate in Early College coursework and future readiness pathways. These efforts contributed to increased program enrollment, strong course completion and success rates, and a growing number of students earning college credits before high school graduation, further supporting college and career readiness outcomes.

3.14 Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning: FULLY IMPLEMENTED
Student-led conferences continued to be successfully implemented in 4th and 5th grades, strengthening student reflection, goal setting, and ownership of learning. At the middle school level, students engaged in the development of reflective portfolios to support self-assessment and showcase academic growth over time. Building upon the district’s focus on authentic learning experiences and student agency, the high school conducted its first Exhibition of Learning aligned to the academy model. The exhibition provided students with opportunities to present projects, demonstrate mastery of learning, and engage with authentic audiences, further promoting real-world application, communication skills, and future-ready competencies.

3.15 Long-Term English Learner Support: FULLY IMPLEMENTED
Action 3.15 was implemented as planned during the 2025–26 school year through targeted supports for Long-Term English Learners (LTELs), including progress monitoring, designated and integrated ELD instruction, academic interventions, family engagement, and reclassification support. The district used English Learner data to identify student needs and monitor progress toward English proficiency.

Additionally, secondary ELD teachers received **GLAD (Guided Language Acquisition Design) training** to strengthen language-rich instructional practices and improve access to grade-level content. Implementation successes included increased monitoring of LTEL progress, strengthened family engagement through ELAC, DELAC, and translated communications, and enhanced instructional capacity through GLAD training. These efforts supported a more coordinated approach to addressing the academic and language development needs of English Learners. Despite these efforts, challenges remained. The district's English Learner Progress Indicator (ELPI) declined from 55.3% to 49.3%, indicating fewer English Learners made progress toward English proficiency. LTEL students also continued to experience academic challenges, and secondary scheduling constraints limited flexibility for additional intervention and support opportunities. Overall, the action was substantially implemented and strengthened support systems for LTELs. However, ELPI outcomes indicate a continued need for intensified language development supports, targeted interventions, and ongoing professional learning to accelerate progress toward English proficiency and reclassification.

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.

Action 3.1 Learning Walks
Learning Walks were implemented throughout the 2025–26 school year to support instructional coherence and strengthen leadership capacity across the district. While funds had been allocated to cover teacher substitute costs, 100% of those funds were not expended because the Learning Walk process primarily focused on calibrating administrative teams rather than releasing classroom teachers to participate. District and site administrators engaged in collaborative classroom observations, evidence collection, and reflective discussions centered on instructional practices aligned with district priorities and the Framework for the Future.

Action 3.6 District Writing Program
The District Writing Program exceeded its allocated budget by $418 during the 2025–26 school year. The additional expenditure was associated with providing extra calibration and collaboration time for teachers new to the profession to ensure consistent implementation of district writing expectations, instructional practices, and assessment procedures. This additional support enabled new teachers to participate in targeted professional learning, review student writing samples, and engage in scoring calibration activities alongside experienced colleagues.

Action 3.9 School Year Kick-Off Event
The estimated actual expenditures for Action 3.9 exceeded the budgeted amount by $4,281.86. The increase was primarily due to higher-than-anticipated costs associated with the districtwide School Year Kick-Off Event, including expanded staff participation and event materials designed to align staff around district priorities and instructional goals for the 2025–26 school year.

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

3.1 Learning Walks: INEFFECTIVE
We conducted two district-led learning walks this year, coordinated by the Director of Educational Services. This initiative promoted a shared understanding of elementary mathematical instructional practices and calibrated administrative feedback. 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: MOSTLY EFFECTIVE
The district's academic intervention and targeted support actions demonstrated mixed effectiveness in progressing toward the goal of improving student academic growth outcomes. At the elementary level, iReady Reading Typical Growth met and slightly exceeded the Year 3 target, increasing from the baseline of 73% to 74% during the Winter 2025–26 administration. This indicates that literacy interventions, targeted small-group instruction, and classroom supports were effective in maintaining reading growth for a majority of students. However, iReady Math Typical Growth declined from 62% to 50%, falling 12 percentage points below the Year 3 target. Additionally, both Reading and Math Stretch Growth measures declined significantly below baseline expectations, with Math Stretch Growth showing the greatest gap at 18%, which is 17 percentage points below the target. These results indicate that while core literacy supports are showing positive outcomes, intensified intervention and acceleration strategies are needed, particularly in mathematics and for students requiring accelerated growth.

At the secondary level, STAR Reading and Math growth outcomes also fell below Year 3 targets. Reading growth percentages declined from the baseline of 77% to 67.6%, while Math declined from 71% to 59.6%. Although Reading remains closer to target attainment, both content areas demonstrate the need for continued instructional support, intervention, and progress monitoring. The district's implementation of tutoring services, MTSS interventions, data analysis cycles, and targeted instructional supports contributed to maintaining moderate levels of student growth; however, the data suggest that these actions have not yet been sufficient to fully close achievement gaps or accelerate growth to desired levels, particularly in mathematics. Continued focus on Tier I and Tier II instructional practices, intervention fidelity, and strategic use of assessment data will remain priorities moving forward.

The effectiveness of these actions is monitored through Metric 3.4 (Percentage of K–5 Students Meeting Typical Growth Targets on i-Ready Reading and Mathematics Assessments) and Metric 3.7 (Percentage of K–5 Students in Tier 1, Tier 2, and Tier 3 on i-Ready Reading and Mathematics Assessments). Metric 3.4 measures student academic growth over time and provides evidence of the impact of literacy and mathematics instruction and intervention supports. Metric 3.7 measures changes in student performance levels and the extent to which students are moving into or maintaining proficiency (Tier 1) while reducing the number of students requiring supplemental or intensive intervention (Tiers 2 and 3). Together, these metrics provide a comprehensive measure of the effectiveness of district efforts to improve academic achievement and accelerate learning outcomes in literacy and mathematics.

3.4 Professional Development: PARTIALLY EFFECTIVE
Bonsall Unified School District provided professional learning focused on standards-based instruction, assessment literacy, intervention practices, curriculum implementation, and student-centered learning. Effectiveness was primarily monitored through Metric 3.7 (i-Ready and STAR Achievement Tiers), which showed that many students continue to require strategic and intensive supports despite improvements in instructional consistency and intervention planning. Winter 2025–26 data indicated that 50% of K–5 students were in Tier 1 for Reading and 36% in Tier 1 for Mathematics, while 15% remained in Tier 3 in both subjects. Secondary STAR Mathematics data showed 31.4% of students in Tier 1 and 37.2% in Tier 3. Supporting evidence from Metric 3.4 (i-Ready and STAR Growth) showed mixed results. Reading Typical Growth increased slightly from 73% to 74%, meeting the district target, while Mathematics Typical Growth declined from 62% to 50%. Secondary STAR growth also declined in both Reading and Mathematics.

3.5 Special Education Professional Development: EFFECTIVE
The action has been effective in supporting progress toward the goal of improving IEP development, compliance, and staff capacity to serve students with disabilities. Regular professional learning opportunities for Education Specialists, paraprofessionals, and related service

providers provided staff with ongoing access to training, resources, and collaboration throughout the year. These opportunities reinforced district expectations, increased consistency in practices across sites, and provided timely guidance related to IEP development, service delivery, accommodations, and compliance requirements. The addition of job-embedded coaching, consultation, and technical assistance further increased the effectiveness of the action by allowing staff to apply professional learning directly to student cases, classroom supports, and IEP processes. Ongoing communication through quarterly newsletters and staff collaboration meetings provided additional opportunities to reinforce key concepts, procedural expectations, and best practices.
Evidence of the action's effectiveness includes a reduction in overdue IEPs, improved completion of progress reports, and more consistent collaboration through the District's Least Restrictive Environment (LRE) consultation process. Staff demonstrated increased use of structured problem-solving and data-informed decision-making when discussing student supports, services, and placement considerations. Increased collaboration among special education staff, related service providers, and site teams contributed to greater consistency in implementation of district procedures and compliance requirements. While ongoing professional learning remains necessary as regulations, staffing, and student needs continue to evolve, Action 3.5 has contributed positively to strengthening special education practices, supporting compliance, and building staff capacity across the District.

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 the district's need to explore an elementary writing curriculum.

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
The Summer Institute provided targeted professional learning opportunities for teachers focused on strengthening instructional practices in literacy, mathematics, assessment, intervention, and student engagement. Through collaborative planning, data analysis, and professional development aligned to district priorities, teachers enhanced their capacity to implement evidence-based instructional strategies and respond to student learning needs. The Summer Institute supported the district’s commitment to continuous improvement by building educator knowledge and promoting consistency in instructional practices across grade levels and content areas.

The effectiveness of this action is monitored through Metric 3.4 (Percentage of K–5 Students Meeting Typical Growth Targets on i-Ready Reading and Mathematics Assessments), Metric 3.6 (English Learner Reclassification Rate), and Metric 3.7 (Percentage of K–5 Students in Tier 1, Tier 2, and Tier 3 on i-Ready Reading and Mathematics Assessments). Professional learning provided through the Summer Institute is intended to strengthen classroom instruction and intervention practices, resulting in increased student growth and achievement. Metric 3.4 is used to monitor whether students demonstrate improved academic growth in reading and mathematics following the implementation of instructional strategies introduced during Summer Institute training. Metric 3.6 is used to evaluate the effectiveness of professional learning related to language development and instructional supports for English Learners by monitoring progress toward reclassification. Metric 3.7 is used to assess whether improvements in instruction contribute to an increase in the percentage of students performing at Tier 1 and a

reduction in the percentage of students requiring Tier 2 and Tier 3 interventions. Collectively, these metrics provide evidence of the impact of Summer Institute professional learning on teaching practices and student outcomes.

3.9 School Year Kick-Off Event: EFFECTIVE
The school year launched with a highly positive and engaging kick-off event that successfully united staff around the district's shared vision, values, and purpose. The continued focus on the Learner Profile strengthened alignment and consistency across all school sites while reinforcing the district's commitment to creating meaningful learning experiences that prepare students to be resilient, engaged, and future-ready learners. The event fostered collaboration, enthusiasm, and a strong collective commitment to supporting student success throughout the school year.

3.10 English Language Supports: INEFFECTIVE
The district continued to implement English language supports focused on strengthening integrated and designated ELD instruction, targeted interventions, and professional learning for staff supporting multilingual learners. Districtwide ELPI results declined from the baseline of 55.3% (Yellow) to 49.3% (Yellow) in 2024–25, indicating that while the district maintained its overall performance level, additional efforts are needed to accelerate English learner progress outcomes. At Bonsall Elementary School, ELPI results decreased slightly from 39.3% (Red) to 38.5% (Orange). Although the percentage declined minimally, the school improved its performance level from Red to Orange, demonstrating positive movement in English learner progress and indicating that targeted supports and instructional strategies are beginning to show impact. Continued implementation of integrated ELD strategies, GLAD-trained teacher supports, progress monitoring, and targeted intervention services will remain priorities to strengthen English learner achievement and language acquisition outcomes across the district.

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. The effectiveness of this action is monitored through Metric 3.4 (Percentage of K–5 Students Meeting Typical Growth Targets on STAR Reading and Mathematics Assessments) and Metric 3.7 (Percentage of 6-12 Students in Tier 1, Tier 2, and Tier 3 on STAR Reading and Mathematics Assessments). The Summer Learning Program is designed to address unfinished learning, strengthen foundational skills, and accelerate academic growth for students requiring additional support. Metric 3.4 is used to evaluate whether participating students demonstrate improved growth in reading and mathematics following summer intervention services. Metric 3.7 is used to monitor changes in student performance levels, including increases in the percentage of students performing at Tier 1 and reductions in the percentage of students requiring Tier 2 and Tier 3 interventions. Together, these metrics provide evidence of the program's effectiveness in supporting academic recovery and improving student achievement outcomes.

3.12 Expanded Learning Opportunities: EFFECTIVE
Expanded learning supports, including targeted small-group instruction, intervention services, tutoring, and enrichment opportunities, continued to be implemented across grade levels to address student learning needs. Fall-to-winter data demonstrated varying levels of effectiveness between elementary and secondary grade spans. In grades K–5, iReady results showed significant decreases in Tier 1 performance in both Math and ELA, with only 36% of students meeting Tier 1 benchmarks in Math and 50% in ELA, both substantially below district goals. Correspondingly, Tier 2 and Tier 3 placement percentages increased, indicating that a larger proportion of elementary students require strategic and intensive intervention support. These results suggest the need to strengthen Tier I instruction, expand intervention opportunities, and increase the frequency of progress monitoring and targeted supports for struggling learners.

In grades 6–12, STAR results reflected modest but positive progress toward district goals. Secondary Math Tier 1 performance increased to 31.4%, exceeding the goal by 2.5 percentage points, while ELA Tier 1 performance increased to 39.8%, surpassing the goal by 1.3 percentage points. Additionally, Tier 3 percentages declined in both Math and ELA, indicating a gradual movement of students toward benchmark performance levels. While secondary results demonstrate encouraging growth trends, continued focus on intervention, tutoring, and targeted academic supports will remain essential to accelerate achievement and sustain progress across all student groups.

3.13 Early College and Future Readiness: EFFECTIVE
This action demonstrated strong overall progress in expanding college and career readiness opportunities for students. The district exceeded its three-year target of 33% participation in Early College courses, reaching 36% participation in 2025–26. While the CTE participation target was not fully met, participation increased to 29% (33% Goal) of the total student population, reflecting continued growth in access to career pathway opportunities.

Significant gains were observed among historically underrepresented student groups. Socioeconomically disadvantaged students demonstrated substantial increases in participation, with Early College enrollment rising from 23% to 75% and CTE participation increasing from 26% to 74%. Hispanic student participation also increased significantly, with Early College participation growing from 20% to 56% and CTE participation increasing from 19% to 59%. Additionally, English Learner participation in CTE pathways increased from 7% to 11%. Although English Learner participation in Early College courses declined from 16% to 7%, the district will continue targeted outreach, counseling, transportation supports, and academic assistance to improve equitable access and participation for multilingual learners. Overall, these efforts are expanding postsecondary opportunities, increasing college credit attainment, and supporting long-term student success beyond high school.

3.14 Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning: EFFECTIVE
During the 2025–26 school year, student-led conferences were effectively implemented in grades 4–5 and sustained at the middle school level, strengthening student reflection, goal setting, and ownership of learning. In alignment with the district’s Learner Profile and focus on authentic learning experiences, the high school implemented its first Exhibition of Learning connected to college and career pathways. Students showcased interdisciplinary projects and demonstrated future-ready competencies through authentic presentations to staff, families, and community members. Initial feedback from students, families, and staff was overwhelmingly positive and highlighted increased student engagement, confidence, and communication skills. While these efforts represent important progress toward expanding learner-centered practices, implementation across grade spans and school sites remains in the early stages, limiting districtwide consistency and impact.

3.15 Long-Term English Learner Support: PARTIALLY EFFECTIVE
Action 3.15 was partially effective in supporting Long-Term English Learners. The district implemented targeted supports including designated and integrated ELD instruction, progress monitoring, family engagement activities, and GLAD training for secondary ELD teachers to strengthen language acquisition and academic achievement. Results were mixed. The district's English Learner Progress Indicator (ELPI) declined from 55.3% to 49.3%, falling below the baseline and annual growth target of three percentage points. This indicates that fewer English Learners made progress toward English proficiency than expected. At Bonsall Elementary School, ELPI decreased slightly from 39.3% to 38.5%; however, the school's performance level improved from Red to Orange, reflecting modest improvement despite the decline in percentage points.

Conversely, English Learner reclassification outcomes improved. The district's reclassification rate increased from 22% at baseline to 23% in 2024–25, achieving the annual growth target and demonstrating progress in supporting students to attain English proficiency. However, because of the significant decline experienced in 2023–24, the district did not meet its three-year reclassification target. The effectiveness of this action is monitored through Metric 3.5 (English Learner Progress Indicator – ELPI) and Metric 3.6 (English Learner Reclassification Rate). Targeted supports for Long-Term English Learners are designed to accelerate English language development, increase access to grade-level curriculum, and support progress toward English proficiency. Metric 3.5 is used to measure the percentage of English Learners making annual progress toward English language proficiency, providing evidence of the effectiveness of designated and integrated ELD instruction, interventions, and language supports. Metric 3.6 is used to monitor the percentage of English Learners who successfully meet reclassification criteria, serving as a key indicator of students' attainment of English proficiency and academic readiness. Together, these metrics provide evidence of the district's effectiveness in supporting Long-Term English Learners' language development and progress toward reclassification.

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.

Funding Changes for 2025–26

Action 3.3: Funding increased by $1,100 due to overall cost increases.
Action 3.4: Funding increased to support additional teacher training in the mathematics curriculum and to strengthen literacy practices.
Action 3.6: Funding increased by $500 as a result of a newly negotiated rate.
Action 3.9: Funding increased based on the estimated actual expenditures and alignment with the 2025–26 school year.
Action 3.10: Funding increased by $5,000 to account for salary increases.
Action 3.11: Funding increased by $500 due to rising operational costs.
Action 3.12: Funding increased to reflect a higher annual funding allocation.
Action 3.13: Funding increased by $11,000 due to rising operational costs.
Action 3.15: Funding increased by $8,000 to account for salary increases.

Revisions for 2026-27 Target Metrics:
Metric 3.4 Annual Growth in Reading and Math has been revised based on reflections from the 2025–26 school year. The district revised several academic growth targets to better align with current student performance trends while maintaining a commitment to continuous improvement. Winter assessment data indicated that iReady Reading Typical Growth in grades K–5 exceeded the established target, increasing to 74%, while mathematics growth and stretch growth measures remained below target expectations. As a result, the district increased the target for iReady Reading Typical Growth from 74% to 75% (+1 percentage point) and established revised targets of 58% (+8 percentage points) for iReady Math Typical Growth, 45% (+8 percentage points) for iReady Reading Stretch Growth, and 28% (+10 percentage points) for iReady Math Stretch Growth. At the secondary level, STAR Student Growth Percentile data showed performance below established targets in both English language arts and mathematics. Therefore, the district revised the STAR ELA Growth target to 72% (+4.4 percentage points) and the STAR Math Growth target to 66% (+6.4 percentage points). These adjustments reflect lessons learned from prior implementation and recognize the need for continued emphasis on high-quality Tier 1 instruction, targeted intervention and acceleration, strategic use of assessment data, and ongoing professional learning to improve student growth outcomes across all grade spans.

Metric 3.5 English Learner Progress Indicator has been revised based on reflections from the 2025–26 school year. Based on reflections from the 2025–26 English Learner Progress Indicator (ELPI) results, the district revised its target to increase the percentage of English Learners making progress toward English language proficiency to 55%. While district performance declined from the baseline of 55.3% to 49.3%, analysis of student data highlighted the need to strengthen designated and integrated English Language Development (ELD) instruction, increase opportunities for targeted language support, and improve progress monitoring practices for English Learners. The revised target of 55% represents an increase of 5.7 percentage points from current performance and reflects the district's commitment to accelerating language acquisition outcomes while returning to and slightly exceeding historical performance levels. This target is supported by ongoing professional learning for teachers, implementation of evidence-based ELD strategies, targeted intervention and support services, and regular review of student progress data to ensure English Learners are on track to achieve proficiency.

Metric 3.7 i-Ready: Math & Reading (K-5) & STAR Reading and Math (6-12) has been revised based on reflections from the 2025–26 school year. Based on a review of Winter 2025–26 assessment data, the district revised Metric 3.7 for the 2026-27 three-year targets to establish more attainable and meaningful growth targets for student performance across the tiered support system. While the original targets reflected long-term aspirations for student achievement, current data indicate that a substantial percentage of elementary students remain in Tier 2 and Tier 3 in both mathematics and English language arts. Conversely, secondary data demonstrate gradual movement toward benchmark performance levels, with increases in Tier 1 and reductions in Tier 3. As a result, the district revised its targets to focus on increasing the percentage of students performing at Tier 1 while reducing the percentage requiring intensive intervention in Tier 3. These revised targets reflect lessons learned from prior implementation and align with the district's continued emphasis on strengthening Tier 1 instruction, implementing targeted interventions, utilizing flexible grouping practices, and monitoring student progress through a multi-tiered system of supports. The district anticipates that these focused efforts will result in sustained growth in student achievement and a greater proportion of students performing at or above benchmark levels over the next three years.

Metric 3.8 A-G Course Completion and CTE Pathway Completion has been revised based on reflections from the 2025–26 school year. Based on reflections from prior implementation, the district revised the 2026-27 three-year targets for both A–G Completion Rate and CTE Pathway Completion Rate to reflect the substantial progress achieved since baseline. Between 2023 and 2025, the A–G completion rate increased from 38% to 63.41%, exceeding the original growth target and demonstrating significant gains in student access to and successful completion of college preparatory coursework. Similarly, the CTE Pathway Completion Rate increased from 0% to 6.8%, reflecting expanded opportunities for students to participate in career-focused pathways and earn pathway completion status. As a result, the district established revised targets of 75% for A–G Completion Rate and 15% for CTE Pathway Completion Rate by the end of the next three-year LCAP cycle. These targets maintain high expectations for student college and career readiness while recognizing that continued growth requires sustained investment in academic counseling, pathway development, course access, and postsecondary planning supports.

Metric 3.9 Early College/CTE Participation has been revised based on reflections from the 2025–26 school year. Given the success of the district's efforts to expand access to college and career readiness opportunities, the district established revised targets of 45% Early College participation and 40% CTE participation by the end of the next LCAP cycle. These targets reflect continued growth beyond current participation levels while maintaining a focus on equitable access and participation among historically underserved student groups. The revised targets align with the district's commitment to expanding dual enrollment opportunities, strengthening Career Technical Education pathways, increasing student awareness of postsecondary options, and preparing students for success in college, careers, and lifelong learning. As a result, the district established revised targets of 45% Early College participation and 35% CTE participation districtwide by the end of the next LCAP cycle.

Revisions for 2026-27 Action 3.4:
Based on reflections from prior practice and educational partner feedback, Action 3.4 has been revised to include a new professional learning focus on Site-Based Leadership and Continuous Improvement. This addition will support principals and staff in leading school improvement efforts, strengthening school culture and identity, and aligning site initiatives with district goals and priorities. The revision recognizes the important role of site leadership in fostering cohesive school communities, implementing continuous improvement processes, and ensuring that professional learning is connected to each school's unique strengths and needs while maintaining alignment with the district's mission, vision, and strategic priorities. No changes were made to the goal, metrics, or target outcomes.

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 with 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.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Classrooms observed will be voluntary 4. Intent 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: Student Support and Professional Development Block Grant (SSPDBG)		
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 2024-25 showed 52.6% of students Met or Exceeded Standards. The 2025-26 mid-year iReady Reading data shows: 26% of students are mid or above grade level 25% of students are early on grade level 35% of students are one grade level below 9% of students are two grade levels below 6% of students are three grade levels below The 2025-26 mid-year STAR Reading data shows: 70.5% of students are Level 4 12.2% of students are Level 3 10.8% of students are Level 2 6.5% of students are Level 1 In addition, 2025 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.	$36,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To improve literacy achievement and to support students in achieving 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 Wonderworks for our students with disabilities to support elementary ELA instruction. 9. The Bonsall USD 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		
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.	$24,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on the California School Dashboard data, the Mathematics rates for 2024-25 showed 40.55% of students Met or Exceeded Standards. The 2025-26 mid-year iReady Math data shows: 16% of students are mid or above grade level 20% of students are early on grade level 51% of students are one grade level below 9% of students are two grade levels below 5% of students are three grade levels below The 2025-26 mid-year STAR Math data shows: 59.2% of students are Level 4 12.8% of students are Level 3 18.1% of students are Level 2 9.9% of students are Level 1 In addition, 2025 CA School Dashboard data indicate a "red" (lowest) performance for Math for Homeless Youth 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 Hispanic students at Bonsall High School. 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) 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		

Action #	Title	Description	Total Funds	Contributing
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, and 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 10. Site-Based Leadership and Continuous Improvement – Professional learning to support principals and staff in leading school improvement efforts, strengthening school culture and identity, and aligning site initiatives with district goals and priorities. Funding: SSPDBG	$107,260.00	No
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.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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. 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.	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		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: LCFF	$30,000.00	Yes
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	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
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. 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.	$429,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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	$50,000.00	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 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	$981,646.00	No
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	$53,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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: MCEC		

Action #	Title	Description	Total Funds	Contributing
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	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: 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.	$505,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,254,890	$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
9.217%	0.000%	$0.00	9.217%

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 2025 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 2025 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:** 2025 CA School Dashboard data indicate 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 LREBG-Funded Action **Need:** 2025 CA Dashboard data reflects lower performance levels for Long-Term English Learners, American Indian, and Students with	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
	Disabilities on measurements of academics and behavior. **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:** 2025 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 2025 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 LREBG-Funded Action **Need:** 2025 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:** 2025 CA School Dashboard data indicate 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 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: 2025 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 as 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:** 2025 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:** 2025 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 2025 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:** 2025 CA School Dashboard data indicate 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 **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

2026-27 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	24,465,011	2,254,890	9.217%	0.000%	9.217%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,915,243.00	$2,648,601.79	$1,221,852.00	$285,974.00	$9,071,670.79	$6,219,452.00	$2,852,218.79

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	$186,044.79	$40,000.00	$146,044.79			$186,044.79	
1	1.3	Recruit and Retain Effective Staff	All	No			All Schools	3 Years	$22,500.00	$45,000.00	$0.00	$22,500.00	$0.00	$45,000.00	$67,500.00	
1	1.4	Adequate Resources and Safe and Clean Facilities for Students and Staff	All	No			All Schools	3 Years	$530,000.00	$735,000.00	$1,265,000.00				$1,265,000.00	
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	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	
1	1.6	Career Technical Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	1 Year	$562,500.00	$180,000.00	$113,000.00	$529,500.00	$100,000.00		$742,500.00	
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	$97,000.00	$97,000.00				$97,000.00	
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	$122,000.00	$122,000.00				$122,000.00	
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 Undupli	English Learners	All Schools	3 Years	$25,000.00	$5,000.00	$29,000.00			$1,000.00	$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
					cated Student Group(s)											
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	$257,676.00	$0.00	$257,676.00				$257,676.00	
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 LREBG-Funded Action	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$323,952.00	$32,048.00	$215,321.00	$66,202.00		$74,477.00	$356,000.00	
2	2.7	Physical Education/Athletics	All	No			All Schools	3 Years	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.8	Comprehensive Arts Program	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	3 Years	$843,297.00	$35,000.00	$480,384.00	$397,913.00			$878,297.00	
2	2.9	Future Readiness and High School Graduation Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sullivan Middle School and Bonsall High School 6-12	3 Years	$94,125.00	$25,000.00	$119,125.00				$119,125.00	
2	2.10	Counseling Services and Social-Emotional Learning LREBG-Funded Action	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$340,000.00	$0.00	$155,720.00		$184,280.00		$340,000.00	
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	All Schools	3 Years	$761,681.00	$10,000.00	$188,762.00	$349,536.00	$233,383.00		$771,681.00	

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										
2	2.13	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$671,355.00	$627,888.00	$595,054.00		$704,189.00		$1,299,243.00	
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	$24,800.00	$16,200.00			$8,600.00	$24,800.00	
3	3.4	Professional Development	All	No			All Schools	3 Years	$20,460.00	$86,800.00		$107,260.00			$107,260.00	
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	$3,500.00	$0.00	$2,000.00			$1,500.00	$3,500.00	
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 Low Income	All Schools	3 Years	$20,000.00	$10,000.00	$30,000.00				$30,000.00	
3	3.9	School Year Kick-Off Event	All	No			All Schools	3 Years	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.10	English Learner Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3 Years	$429,000.00	$0.00	$378,284.00			$50,716.00	$429,000.00	
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	$50,000.00	$0.00	$50,000.00				$50,000.00	
3	3.12	Expanded Learning Opportunities	All	No			All Schools	3 Years	$513,283.00	$468,363.00		$981,646.00			$981,646.00	
3	3.13	Early College and Future Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Bonsall High	3 Years	$25,000.00	$28,000.00	$17,000.00	$36,000.00			$53,000.00	

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	School 9-12									
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	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sullivan Middle and Bonsall High School 6-12	3 Years	$505,623.00	$0.00	$434,329.00			$71,294.00	$505,623.00	

2026-27 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
24,465,011	2,254,890	9.217%	0.000%	9.217%	$3,400,743.00	0.000%	13.900 %	**Total:**	$3,400,743.00
								LEA-wide Total:	$2,307,505.00
								Limited Total:	$844,113.00
								Schoolwide Total:	$249,125.00

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	$25,000.00	
1	**1.6**	Career Technical Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	$113,000.00	
1	**1.8**	Progress Monitoring and Systematic Data Analysis	Yes	LEA-wide	English Learners Low Income	All Schools	$97,000.00	
1	**1.9**	Adequate Access to Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,000.00	
2	**2.1**	English Learner Parent Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,000.00	
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	$257,676.00	
2	2.6	Increased Systems of Support LREBG-Funded Action	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,321.00	
2	2.8	Comprehensive Arts Program	Yes	LEA-wide	Foster Youth Low Income	All Schools	$480,384.00	
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	$119,125.00	
2	2.10	Counseling Services and Social-Emotional Learning LREBG-Funded Action	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,720.00	
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	$188,762.00	
2	2.13	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$595,054.00	
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	$16,200.00	
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	$378,284.00	

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	3.11	Summer Learning Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.13	Early College and Future Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bonsall High School 9-12	$17,000.00	
3	3.15	Long-Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Sullivan Middle and Bonsall High School 6-12	$434,329.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,925,845.00	$8,545,385.44

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	$3,500.00	$3,500.00
1	**1.2**	Core Content Textbook Adoptions and High Quality Instructional Materials.	No	$333,964.00	$212,654.81
1	**1.3**	Recruit and Retain Effective Staff	No	$0.00	$0.00
1	**1.4**	Adequate Resources and Safe and Clean Facilities for Students and Staff	No	$1,071,847.00	$1,165,857.00
1	**1.5**	Bonsall Forward Initiative	Yes	$35,000.00	19,277.41
1	**1.6**	Career Technical Education	Yes	$1,011,965.00	$825,788.00
1	**1.7**	Implementation of State Academic Standards - ELA, Math, History/Social Science & Science	No	$0.00	0
1	**1.8**	Progress Monitoring and Systematic Data Analysis	Yes	$96,487.00	$91,802.65
1	**1.9**	Adequate Access to Technology	Yes	$140,000.00	$121,234.20
1	**1.10**	Comprehensive School Site Safety Plans	No	$5,000.00	$9,269.48
2	**2.1**	English Learner Parent Supports	Yes	$30,000.00	$30,443.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	English Learner Reclassification Recognition Events	Yes	$2,500.00	$2,400.00
2	2.3	Educational Partner Engagement	Yes	$65,000.00	$66,275.20
2	2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	Yes	$62,733.00	$60,655.94
2	2.5	Communications through websites, social media, and other community outreach	No	$147,000.00	$144,217.00
2	2.6	Increased Systems of Support	Yes	$480,580.00	$352,625.00
2	2.7	Physical Education/Athletics	No	$35,000.00	$8,796.49
2	2.8	Comprehensive Arts Program	Yes	$949,072.00	$876,500.00
2	2.9	Future Readiness and High School Graduation Supports	Yes	$111,637.00	$121,916.85
2	2.10	Counseling Services and Social-Emotional Learning	Yes	$613,083.00	$599,344
2	2.11	Equity and Inclusion	Yes	$6,500.00	$4,050.00
2	2.12	Student Health Support	Yes	$480,214.00	$545,232.00
2	2.13	Transportation Services	Yes	$1,150,795.00	$1,233,942.00
2	2.14	Special Education Community Advisory Committee	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Learning Walks	No	$2,000.00	$0.00
3	3.2	Literacy Achievement	Yes	$36,275.00	$33,158.77
3	3.3	Math Achievement	Yes	$23,700.00	$23,951.65
3	3.4	Professional Development	No	$54,960.00	$50,712.00
3	3.5	Special Education Professional Development	No	$10,000.00	$10,855.96
3	3.6	District Writing Program	No	$3,000.00	$3,418.95
3	3.7	Update Library Publication Dates	No	$20,000.00	$19,790.61
3	3.8	Summer Institute	Yes	$30,000.00	$30,934.00
3	3.9	School Year Kick-Off Event	No	$10,000.00	$14,281.86
3	3.10	English Learner Supports	Yes	$424,050.00	$410,974
3	3.11	Summer Learning Program	Yes	$45,000.00	$45,000.00
3	3.12	Expanded Learning Opportunities	No	$895,151.00	$869,256.70
3	3.13	Early College and Future Readiness	Yes	$42,000.00	$42,405.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	Student-led Conferences, Reflective Portfolios, and/or Exhibitions of Learning	No	$0.00	$0.00
3	3.15	Long-Term English Learner Support (New)	Yes	$497,832.00	$494,864.91

2025-26 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)
2,180,079	$3,234,863.00	$3,276,499.01	($41,636.01)	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	19,277.41		
1	1.6	Career Technical Education	Yes	$100,000.00	100,000.00		
1	1.8	Progress Monitoring and Systematic Data Analysis	Yes	$96,487.00	91,802.65		
1	1.9	Adequate Access to Technology	Yes	$140,000.00	121,234.20		
2	2.1	English Learner Parent Supports	Yes	$25,877.00	26,443		
2	2.2	English Learner Reclassification Recognition Events	Yes	$2,500.00	2,400.00		
2	2.3	Educational Partner Engagement	Yes	$45,000.00	58,678.20		
2	2.4	Improve BUSD Attendance and Chronic Absenteeism Rates.	Yes	$62,733.00	60,655.94		
2	2.6	Increased Systems of Support	Yes	$353,257.00	131,923.25		
2	2.8	Comprehensive Arts Program	Yes	$211,103.00	256,849.48		
2	2.9	Future Readiness and High School Graduation Supports	Yes	$111,637.00	121,916.85		
2	2.10	Counseling Services and Social-Emotional Learning	Yes	$308,749.00	330,411.09		

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	$6,500.00	4,050.00		
2	**2.12**	Student Health Support	Yes	$211,620.00	391,749.18		
2	**2.13**	Transportation Services	Yes	$579,540.00	621,413.20		
3	**3.2**	Literacy Achievement	Yes	$22,888.00	8,610.00		
3	**3.3**	Math Achievement	Yes	$15,100.00	23,951.65		
3	**3.8**	Summer Institute	Yes	$30,000.00	30,934.00		
3	**3.10**	English Learner Supports	Yes	$373,334.00	373,334.00		
3	**3.11**	Summer Learning Program	Yes	$45,000.00	45,000.00		
3	**3.13**	Early College and Future Readiness	Yes	$32,000.00	32,000.00		
3	**3.15**	Long-Term English Learner Support (New)	Yes	$426,538.00	423,864.91		

2025-26 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)
24,175,365	2,180,079	0	9.018%	$3,276,499.01	0.000%	13.553%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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