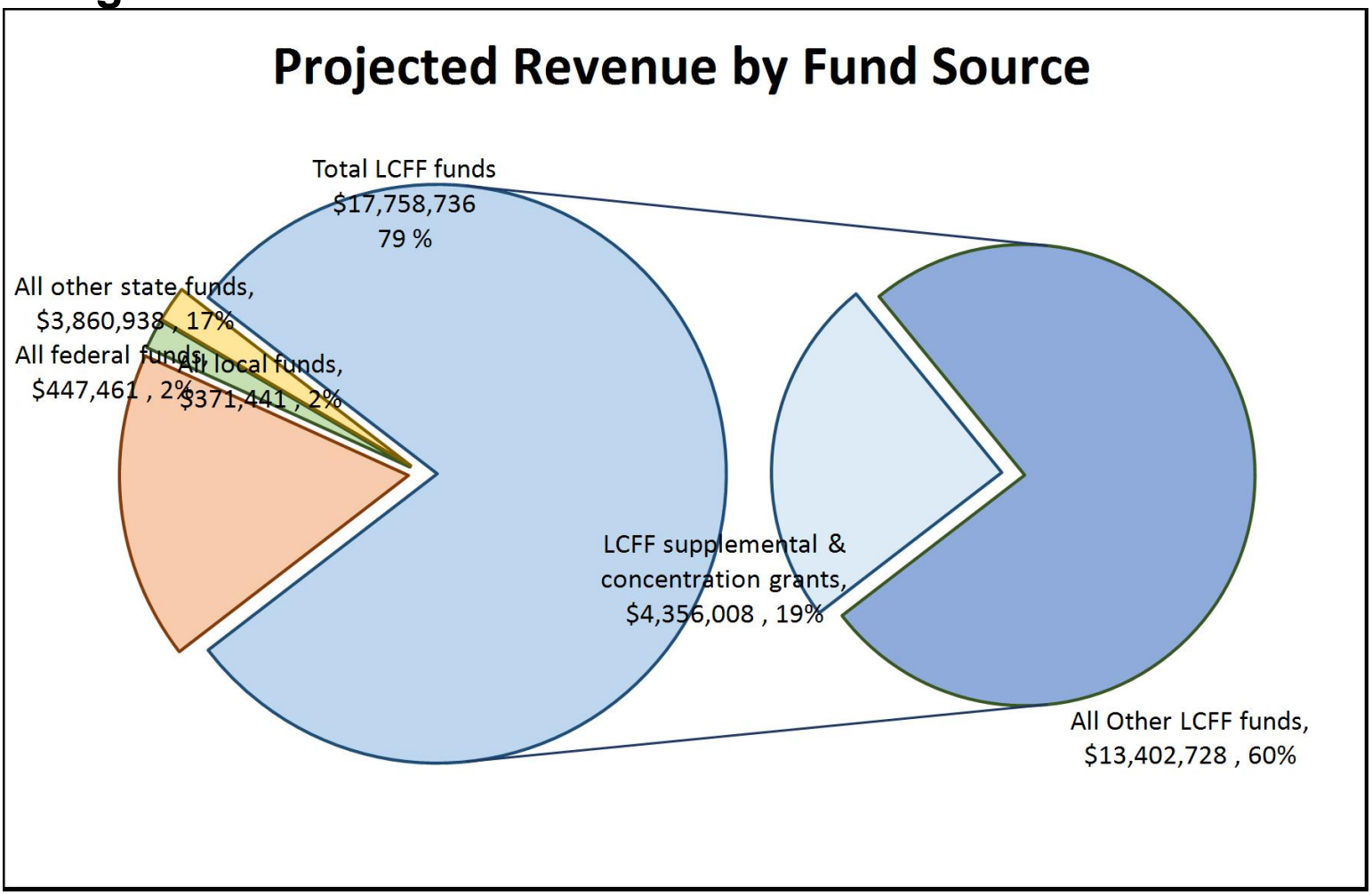
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bostonia Global
CDS Code: 37-67991-0140558
School Year: 2025-26
LEA contact information:
Nerel Winter
Chief Executive Officer
wintern@cajonvalley.net
(619) 588-3693

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

Budget Overview for the 2025-26 School Year

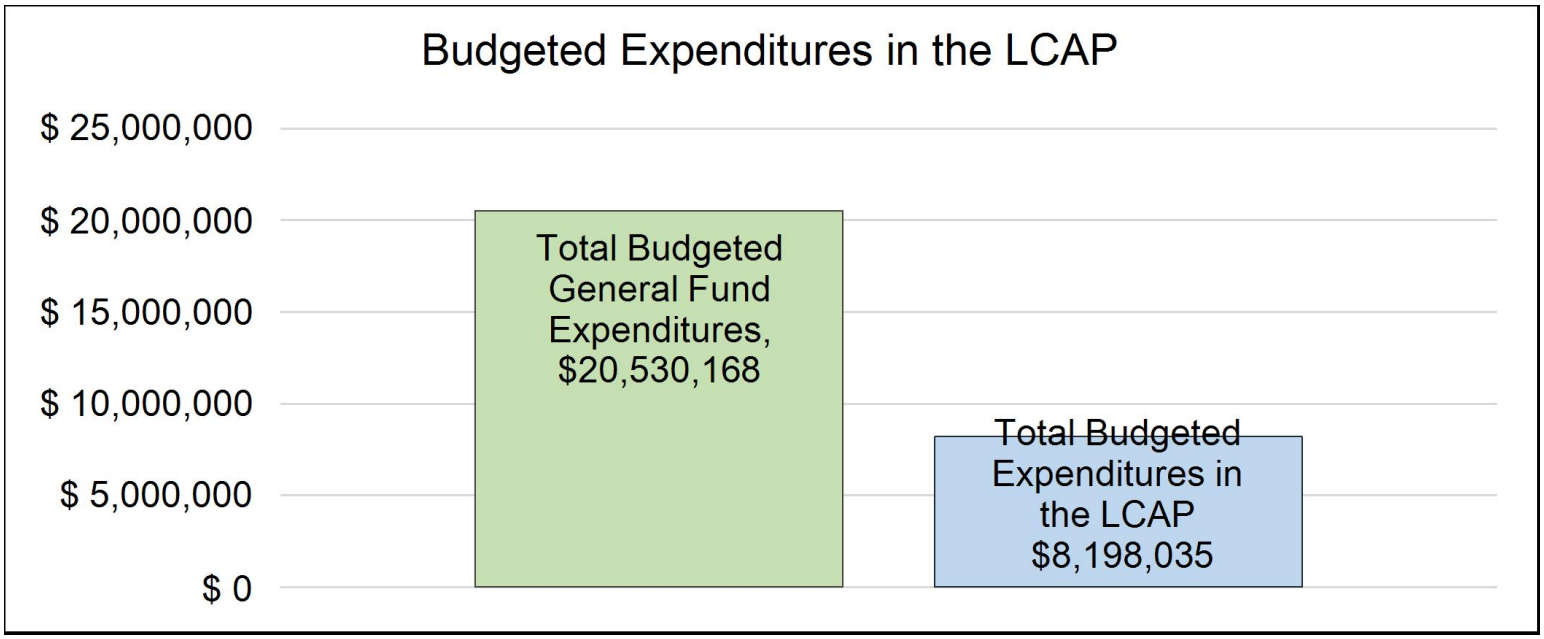


This chart shows the total general purpose revenue Bostonia Global expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bostonia Global is $22,438,576, of which $17,758,736 is Local Control Funding Formula (LCFF), $3,860,938 is other state funds, $371,441 is local funds, and $447,461 is federal funds. Of the $17,758,736 in LCFF Funds, $4,356,008 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 Bostonia Global plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bostonia Global plans to spend $20,530,168 for the 2025-26 school year. Of that amount, $8,198,035 is tied to actions/services in the LCAP and $12,332,133 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

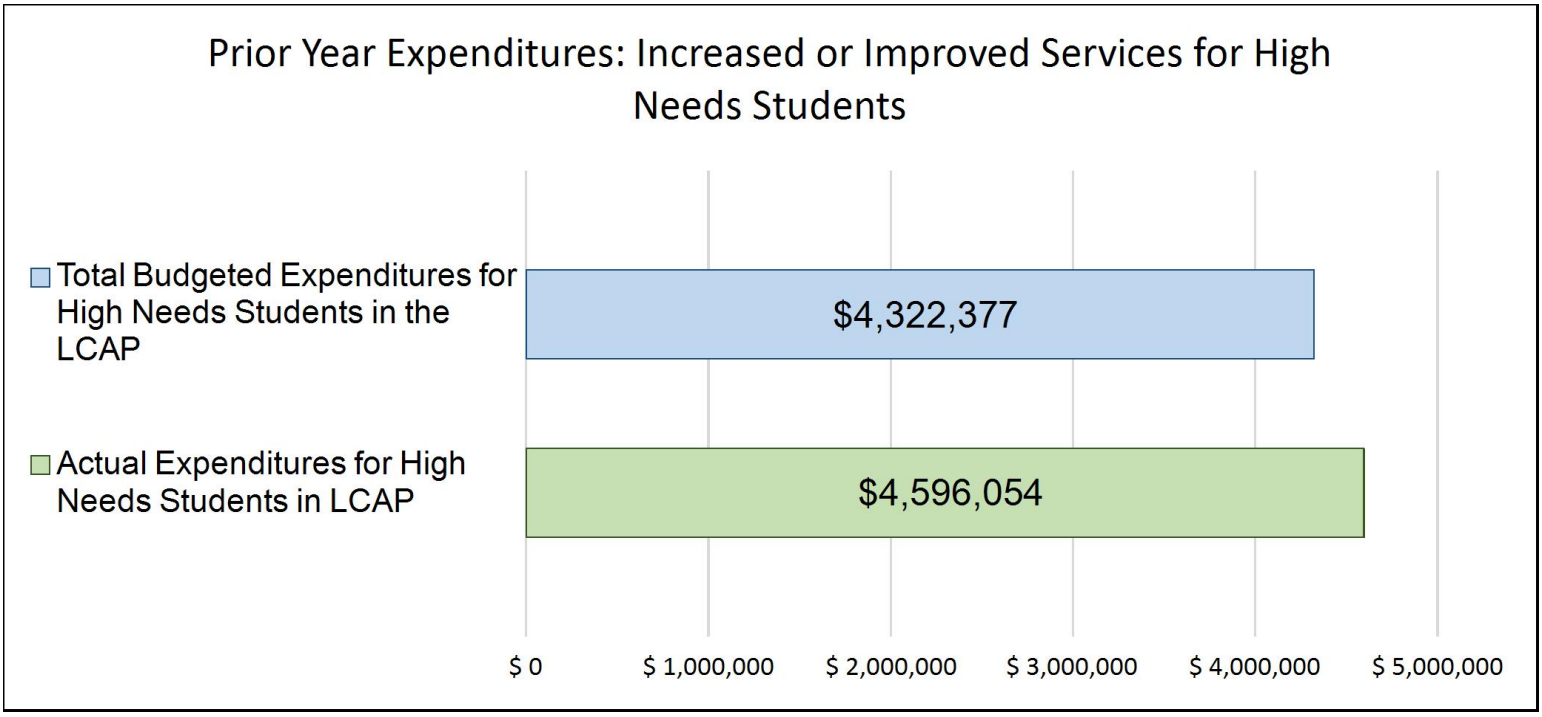
The Local Control and Accountability Plan (LCAP) does not include all federal, state, and local grants or donations. It also does not include all salaries for basic services including administration, custodial, and regular classroom instruction.

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

In 2025-26, Bostonia Global is projecting it will receive $4,356,008 based on the enrollment of foster youth, English learner, and low-income students. Bostonia Global must describe how it intends to increase or improve services for high needs students in the LCAP. Bostonia Global plans to spend $4,725,006 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Bostonia Global's LCAP budgeted $4,322,377 for planned actions to increase or improve services for high needs students. Bostonia Global actually spent $4,596,054 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bostonia Global	Nerel Winter Chief Executive Officer	wintern@cajonvalley.net (619) 588-3693

Plan Summary [2025-26]

General Information

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

Four years ago, the Cajon Valley Union School District (CVUSD) Board of Education and Superintendent launched a districtwide study to explore the feasibility of adding a high school to its historically TK–8 portfolio. With a vision to extend the nationally recognized World of Work initiative beyond middle school and into the high school and early college years, the district spent 18 months engaging stakeholders, reviewing research, and co-designing a model that would offer a personalized, interest-driven educational experience for every student.

The result was Bostonia Global—a bold reimagining of public education that would grow into a TK–14 district-dependent charter school. Approved by the California Department of Education and authorized by the CVUSD Board in winter 2020, Bostonia Global officially opened its doors on July 1, 2021. Built on the foundation of the highly successful Bostonia Language Academy, the school began serving high school students in grades 9–10, with plans to add postsecondary pathways through age 20. Today, Bostonia Global serves students in grades TK–12 across two campuses, with a projected enrollment trajectory that will surpass 1,500 students over the next five years.

Located in El Cajon, California—a vibrant and diverse community in San Diego's East County—Bostonia Global serves families who speak more than 60 languages, with English, Spanish, Arabic, and Farsi among the most prevalent. Its urban-suburban setting is home to industries such as Taylor Guitars and is supported by nearby postsecondary institutions including Cuyamaca College, Grossmont College, and San Diego State University.

Bostonia Global High School operates on the former Emerald Middle School campus, while the TK–8 program remains on the original Bostonia site. In the 2023–24 school year, Bostonia Global transitioned the remaining middle school students from Emerald to other district

schools, completing the campus transformation. As of 2024–25, the high school serves 269 students in grades 9–12, with plans to grow to 90 students per grade and offer personalized postsecondary pathways through age 20.

Enrollment is prioritized for families residing within CVUSD boundaries, especially those with siblings already attending Bostonia Global. Remaining seats are filled through a randomized lottery to ensure equitable access.

Mission & Vision
Bostonia Global's mission is to create a dynamic learning environment rooted in inquiry-based practices, real-world learning, and continuous improvement—leading to high academic achievement and meaningful contributions to the community. Its vision is to empower every student to acquire, demonstrate, and value the knowledge and skills needed to thrive as lifelong learners in a global society, while practicing the school's core values of respect, inclusion, and excellence.

Signature Design Elements
Bostonia Global is structured around six core design principles that shape the student experience from TK through postsecondary education:

Advisory: A multi-year, relationship-based system where students are known, supported, and mentored by a consistent advisor who champions their growth academically, socially, and emotionally.
World of Work: A comprehensive K–14 career development system that builds from early interest exploration and culminates in high school and postsecondary internships, mentorships, and job shadowing aligned to each student's strengths, interests, and values.
Difference Making: On-campus studios and community-connected projects allow students to act as creators, entrepreneurs, and problem-solvers—designing innovations that improve lives and promote equity.
Competency-Based Learning: A personalized, growth-focused academic model where students progress upon mastery and demonstrate learning through multiple forms of evidence, aligned to rigorous outcomes.
Family Connection: Recognizing families as co-educators, Bostonia Global actively engages caregivers in learning plans, progress monitoring, and postsecondary planning, honoring their deep knowledge of their children.
Reimagining Postsecondary: Bostonia Global envisions a coherent TK–14 model that goes beyond dual enrollment to provide sustained mentorship, industry-aligned coursework, wraparound supports, and pathways to gainful employment, certification, or college degree completion.
Student Demographics and Equity Commitment
Bostonia Global serves a broad cross-section of students in El Cajon, with a focus on equity, access, and opportunity. Demographic data shows high levels of linguistic and cultural diversity, as well as a significant number of students eligible for free and reduced-price meals, foster youth, and English learners. Through intentional design and alignment with the Local Control Funding Formula (LCFF), the school works to close opportunity gaps and create tailored pathways that enable every student to thrive.

Bostonia Global's team of educators, administrators, and support staff—part of the larger CVUSD community of over 1,300 employees—are united in the belief that personalized learning, when combined with deep relationships and real-world relevance, has the power to transform lives. Together, they are redefining what it means for students to be college-ready, career-ready, and life-ready in the 21st century.

Reflections: Annual Performance

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

As an in-district, dependent charter school within Cajon Valley Union School District, Bostonia Global represents the broader district community in both demographics and mission. Located in El Cajon, Bostonia Global serves a richly diverse student population that reflects Cajon Valley's global composition. As of the 2024–25 school year, students across CVUSD were born in 88 different countries, and more than one-third are designated as English Learners. Notably, 16% of students districtwide are newcomers to the United States within the past five years, and 2,300 new students enrolled in the district from August 2023 to April 2024, with 39% of them arriving from another country within that same five-year window .

At Bostonia Global, students in grades TK–8 participate in a 90/10 Spanish-English dual language immersion program, anchored in research-based practices that support biliteracy, academic achievement, and sociocultural competence. In the early grades, instruction is delivered primarily in Spanish, gradually shifting toward an even 50/50 language balance by middle school. This trilingual experience is enriched by the integration of computer science across content areas, preparing students for the linguistic and digital demands of the 21st century. By 8th grade, all students take the College Board Advanced Placement (AP) Spanish Language and Culture Exam, a unique programmatic feature that validates their bilingual proficiency and sets them apart for future academic opportunities.

These efforts are situated within the broader context of CVUSD's performance as measured by the 2023 California School Dashboard. The Dashboard utilizes a five-color performance indicator to reflect a combination of current achievement and progress over time: Red (very low), Orange (low), Yellow (medium), Green (high), and Blue (very high). This holistic measurement tool provides a critical lens for assessing both strengths and areas in need of strategic intervention across the district and within Bostonia Global.

Here's a summary of the key metrics and developments:

Chronic Absenteeism
In the 2024–25 school year, Bostonia Global High School made significant strides in reducing chronic absenteeism. Based on internal attendance tracking (Zangle report as of 5/5/25), the school achieved a chronic absenteeism rate of 2.2%—a decline of 5.2 percentage points from the prior year. This internal figure diverges from the California School Dashboard, which reports a Yellow indicator at 21.9% due to differences in how chronic absenteeism is calculated and reported.

Several student groups saw meaningful improvements:

African American students: 25.7% (?12.5%)
Students with Disabilities: 26.3% (?7.9%)
Hispanic students: 21.7% (?7.5%)
Socioeconomically Disadvantaged students: 24.7% (?5.8%)
English Learners: 23.2% (?3.9%)
Two or More Races: 23.6% (?1.8%)
The only group to show an increase was White students, whose absenteeism rate rose to 19.7%, placing them in the Red performance level.

Family and Community Engagement
Family engagement continues to be a cornerstone of Bostonia Global's strategy to reduce absenteeism and improve student outcomes. Two full-time community liaisons, hired since June 2023, have actively supported families across linguistic and cultural lines. Their efforts include:
Family Workshops in English, Spanish, Arabic, Farsi, and Pashto, covering ELPAC, iReady, nutrition, parenting, internet safety, and more.
Poverty Simulations facilitated with site staff participation. Feedback was overwhelmingly positive:
90% found the experience beneficial
98% gained a better understanding of families/students
92% felt confident in applying what they learned
Parent and Staff Conferences and meetings in families' primary languages supported through 27 different events, including ELAC, SSC, SST, and individual meetings.
Governance Participation: 100% of schools have SSCs and ELACs (where appropriate); all unduplicated families were invited to participate.
Newcomer family engagement increased, with 85% attending welcome meetings.
These initiatives support a school environment where families are welcomed and empowered to contribute meaningfully to school culture and decision-making.

Suspension
The 2024 California Dashboard places Bostonia Global in the Orange performance level for suspension rates, highlighting it as an area requiring continued focus. The school experienced an overall increase of 1.9 percentage points in suspension, with the White student group in Red, having increased by 5.8%.

However, some groups made positive gains—African American students are now in Green, following a decrease in suspension rates. In response, Bostonia Global is implementing the District Expectations for Student Success, a tiered behavior framework developed collaboratively through the District Safety Committee. This includes:

Clearly defined behaviors and consequences (Green, Yellow, Red tiers)
Proactive teaching of social-emotional and behavioral skills
Staff training on de-escalation, restorative practices, and targeted supports
While short-term increases in suspension were anticipated with the rollout of the new expectations, this system lays the groundwork for long-term improvements in campus safety and student support.

Comprehensive Counseling Program
Bostonia Global's counseling team remains integral to fostering student growth and well-being across academic, social-emotional, and career domains. This year:
A large-scale implementation of RIASEC career exploration tools led to:
62% of students reporting confidence in explaining their RIASEC profile to others.
8200+ hours of student participation in hands-on career development experiences.
Partnerships with 39 workforce partners, 5 professional presenters, and multiple real-world events such as mock interviews, Biz Town, and a Work-Based Learning Fair.
Counselors guided students through exhibitions, career planning, and goal setting aligned with the Portrait of a Graduate framework.

Bostonia Global's counseling model continues to drive a holistic approach to student success, integrating academics, wellness, and future planning.

Student Gallup & Climate Survey Data
Survey results from 2024–25 indicate strong progress in cultivating a positive student experience aligned with the school's goal that all students feel safe, empowered, and respected:

Belonging: 51% of students feel a sense of belonging at school.
Safety: 62% of students report feeling safe.
Respect: 76% of students report that adults treat them with respect; 52% feel respected by peers.
Cleanliness: Only 37% of students report their school is clean—a noted area of improvement.
Voice & Agency:
67% say at least one adult knows their interests.
61% say at least one adult knows their hopes/goals.
61% say what they're learning feels important to them.
77% believe what they're learning is important to their future.
55% reported sharing their ideas in class.
To address areas such as "Hope," Bostonia Global implemented student-led reflection tools, career goal-setting aligned with Portrait of a Graduate, and embedded career experiences across grade levels to further instill meaning and future relevance in student learning.

Comprehensive Counseling Program

Counseling programs within Cajon Valley School District are integral to achieving the goal of ensuring all students, staff, and families feel safe, empowered, and respected. These programs, characterized by data-driven decision-making and a focus on closing achievement gaps, provide vital support in various areas. Academic counselors offer educational guidance, personal development support, career exploration assistance, goal setting guidance, and problem-solving strategies. By tailoring counseling services to meet the diverse needs of students, significant progress is made towards fostering a positive and inclusive school environment. The data reflects the effectiveness of these efforts, with substantial numbers of students benefiting from individual counseling, small group sessions, and classroom lessons. Additionally, the high percentage of students meeting social/emotional goals underscores the impact of counseling on student well-being and success. Overall, the counseling initiatives exemplify a commitment to the holistic development of students, contributing to a community where everyone feels supported, empowered, and respected. Counselors in Cajon Valley have continued to design and implement service delivery that addresses prevention, education and response for academic, social, emotional and behavioral challenges for students.

Student Gallup

The results of the annual Gallup Student Poll for the 2023-2024 academic year at Bostonia Global offer encouraging insights into the school's progress towards its overarching objective of ensuring that "All students will feel safe, empowered, and respected." The data highlights a positive trajectory in student sentiment, with notable improvements observed across key indicators, namely engagement, hope, and belonging.

Specifically, the average score for the sense of belonging has risen by 0.07 on a scale of 1 to 5, signaling a tangible enhancement in students' perception of their school environment. Moreover, responses to critical survey statements reveal significant upticks: the affirmation of "I have fun at school" has increased by 0.02 to reach 3.68, while the endorsement of "At this school, I get to do what I do best every day" has seen a more substantial rise of 0.06, reaching 3.62. These improvements underscore a more positive and fulfilling school experience for students, aligning closely with the district's overarching goal of fostering an environment where students feel valued, secure, and capable of realizing their full potential.
However, despite these commendable strides, the data also sheds light on areas where further attention and intervention may be warranted. Particularly noteworthy is the category of Hope, wherein the mean score for the "Ideas and energy students have at this school" falls slightly below the district average (This School: 4.04 vs. District: 4.12). Addressing this disparity presents an opportunity for our staff to implement targeted interventions aimed at bolstering students' self-belief and outlook towards their future.
In response to these findings, Bostonia Global has identified several interventions and next steps to continue building upon the positive momentum. The implementation of the Portrait of a Graduate framework serves as a foundational tool for instigating conversations and activities geared towards fostering hope and self-empowerment among students. Additionally, the creation of a collaborative Google document provides a platform for students to actively engage in reflections, goal-setting, and future planning, thereby reinforcing a sense of agency and ownership over their academic and personal development.
Moving forward, Bostonia Global remains committed to consolidating gains in areas of engagement, belonging, and social-emotional well-being. By leveraging data-driven insights and implementing targeted strategies, we are poised to further enhance the school environment, ensuring that every student feels valued, supported, and equipped to thrive academically and personally.

English Language Arts

Bostonia Global High School continues to confront challenges in literacy performance across grade levels. According to the 2024 CAASPP data, 43.2% of students met or exceeded standards in English Language Arts (ELA). Performance remains uneven across student groups. Only 14.75% of Students with Disabilities and 8.37% of English Learners met or exceeded the standard. Socioeconomically Disadvantaged students showed 33.24% meeting or exceeding the standard, with 24% of Homeless Youth, 18.24% of Foster Youth, and 34.02% of Hispanic students meeting the benchmark. These figures confirm that substantial gaps persist for students who face additional barriers to success.

The 2024 California Dashboard places Bostonia Global in the Orange performance level for ELA overall, with a decline of 12.6 points compared to the previous year. English Learners and Students with Disabilities are both in the Red category, with performance declines of 17.1 and 19.9 points respectively. On average, students were 53.5 points below the standard, showing a continued urgent need for targeted academic support. Progress for English Learners has also remained a focus, with 38.8% of students demonstrating progress toward English proficiency on the ELPAC.

Reclassification remains an ongoing goal, with 89 English Learners still in process as of February 2024. The school continues to ensure that 100% of English Learners are enrolled in core academic classes with guaranteed access to Common Core-aligned instruction and receive designated and integrated English Language Development (ELD).

Beyond proficiency percentages, Bostonia Global is prioritizing student growth as a key metric of literacy progress. Using the iReady Diagnostic #2 administered in December 2023 and January 2024, just 25% of K–8 students and 16% of 9–12 students were on track to make a typical year’s growth in reading. These results, while below the LCAP goal of 70%, reflect a 2% increase from the previous year’s

Diagnostic #2. In terms of proficiency tiers, 25% of K–8 students and 16% of high school students are currently in Tier 1, while 30% of K–8 students and 67% of high school students are in Tier 3, reading two or more grade levels below.

To address these gaps, Bostonia Global has developed individualized literacy action plans based on both quantitative data and educator feedback. Focus groups and site-based surveys identified several core areas of need: strengthening teacher knowledge, increasing time for planning and collaboration, improving Multi-Tiered System of Supports (MTSS), and ensuring access to high-quality instructional materials. In response, site Literacy Leadership Teams—supported by the district—have created “literacy change ideas” aligned to their unique campus needs. These are supported by regular data dives using iReady and CORE assessments, along with professional learning focused on evidence-based literacy practices.

Bostonia Global and Cajon Valley have also invested deeply in staff development. A significant number of staff members have participated in LETRS training, resulting in significant increases in understanding of the science of reading. Teacher familiarity with key reading concepts rose from 1.9 to 3.9 (on a 5-point scale), and confidence in teaching word recognition rose from 3.0 to 4.1. To reinforce this learning, weekly "Monday Messages" offer literacy insights and highlight best practices. A

School leaders are further supported through Thrive Cohorts and trimester-based literacy breakouts that help them analyze data and develop site-specific strategies. This leadership infrastructure ensures alignment and momentum across school sites. Meanwhile, asynchronous learning is available to all staff through the Cajon 365 platform, and 10% of educators have already completed at least one literacy module.

Bostonia Global is also preparing for the future by aligning with emerging legislative requirements. The Kindergarten Assessment Advisory Committee is actively working to integrate early literacy screeners—including tools to support dyslexia identification—beginning in kindergarten and expanding into first and second grade in the coming year.

Collectively, these efforts demonstrate a multi-layered approach to literacy improvement that reflects both urgency and a long-term commitment to ensuring all students develop the literacy skills necessary for academic and career success.

Focus Student Groups: Students with Disabilities

At Bostonia Global, we are deeply committed to improving literacy outcomes for students with disabilities by leveraging structured, research-based interventions and careful monitoring of student progress throughout the year. Our 2024–25 efforts were driven by site-specific needs and focused on building the capacity of our staff to deliver personalized, effective instruction aligned with the science of reading.

During the 2024–25 school year, Bostonia Global expanded its implementation of the Barton Reading and Spelling System, focusing specifically on students with dyslexia and related reading disabilities. Across CVUSD 70 education specialists and paraprofessionals received training through Level 4 of the Barton program. At Bostonia Global specifically, our focus group included 22 students receiving instruction in Levels 3 and 4 of Barton.

The results from this group were significant:

95% of students improved their overall iReady reading scores.

59% of students moved up at least one iReady level between Diagnostic 1 (fall) and Diagnostic 2 (winter).
82% of students showed phonics growth in their scaled scores.
Staff feedback mirrored this growth: in a local survey of Bostonia educators trained to at least Level 5, the majority reported increased confidence in teaching reading and described the program as a transformative resource for their students.

Bostonia also utilized SIPPS, a systematic phonics-based program, to provide small group instruction in foundational reading. In 2024–25, all Education Specialists at Bostonia Global attended SIPPS training, and several classroom teachers began co-teaching alongside specialists to reinforce targeted skill-building. Five grade-level teams fully implemented all four SIPPS levels, with others progressing through initial phases.

Despite this targeted work, challenges remain. According to recent CAASPP data, only 14.75% of Students with Disabilities at Bostonia met or exceeded standards in English Language Arts, and just 11.24% met or exceeded standards in math. On the 2024 California Dashboard, students with disabilities remained in the Red performance level, scoring 122.9 points below standard in ELA and 151.9 points below standard in math. Internal iReady data also revealed that 38% of students with disabilities were on track to make typical growth in reading by the end of the year.

While these results underscore the continued need for improvement, they also validate the impact of our targeted Tier 3 interventions and staff training. In the 2025–26 school year, Bostonia Global will continue to expand Barton and SIPPS implementation, launch new professional development for paraeducators, and strengthen Tier 2 and 3 literacy supports. Additionally, we will use improved student progress monitoring tools to ensure that data drives instruction and that students receive timely, personalized interventions that close foundational skill gaps and increase student engagement in reading.

Target Student Groups: English Learners

At Bostonia Global, our English Learner (EL) population represents one of the most linguistically and culturally diverse student groups in our school. Throughout the 2024–25 school year, our team focused heavily on providing meaningful, asset-based support aligned with language development and reclassification goals. Despite a strong culture of support, current data continues to highlight critical areas for improvement.

According to theCalifornia Dashboard, only 39.6% of English Learners at Bostonia Global made progress toward English language proficiency, placing this group in the Red performance level (very low) and reflecting a 14.1% decline from the prior year. These data points indicate a significant drop in progress and reinforce the urgency of refining our instructional strategies and intervention systems for EL students.

At the classroom level, teachers implemented designated and integrated ELD across core content areas. However, progress monitoring revealed inconsistencies in both instructional quality and the frequency of targeted small-group language instruction. Recognizing this, Bostonia staff increased the use of formative tools such as ELPAC data analysis and student work protocols to drive real-time adjustments in instruction.

As of February 2025, 89 students at Bostonia Global were still in the process of reclassification, with the majority falling short on the English Language Proficiency Assessment for California (ELPAC) despite growth in other academic areas. To address this, we piloted focused

language intervention blocks for Long-Term English Learners (LTELs) in grades 6–12. Early qualitative feedback from students and staff indicates that this dedicated time is helping boost confidence, vocabulary retention, and engagement.

In alignment with the district's broader vision, Bostonia Global will intensify professional learning in 2025–26 around integrated ELD, ensuring teachers across content areas can scaffold instruction to meet the diverse language needs of our ELs. We will also expand access to after-school academic support specifically tailored to early proficiency students and increase home-school connections through bilingual family engagement events.

Looking ahead, Bostonia will continue to monitor growth using multiple data points—not just ELPAC progress—to ensure that English Learners are developing language in meaningful, relevant, and connected ways. Our goal remains clear: every English Learner must be seen, supported, and celebrated as they gain confidence and skill in both English and academic content.

Math

Based on the 2023 California Dashboard, students were, on average, 81.4 points below standard in Mathematics. We maintained an "orange" performance level. Based on the 2023 CAASPP assessment, 23.98% of students met or exceeded standards in Math, 25.58% of students were at standard or nearly met, and 50.45% of students did not meet standards. We did see declines in some of the student groups, with the most significant declines in our English Learners and students with disabilities.

Next Steps for Bostonia Global include:
Targeted Mathematics Support: Implement specialized interventions and support programs aimed at addressing the needs of students who are struggling in mathematics, particularly English Learners and students with disabilities. This includes targeted instruction, small-group interventions, and differentiated learning opportunities tailored to the unique needs of these student groups.
Data-Driven Decision Making: Utilize data from the 2023 California Dashboard and CAASPP assessment to inform instructional practices and curriculum planning in mathematics. Analyze student performance data to identify areas of weakness, track progress, and adjust teaching strategies to better meet the diverse needs of our student population.
Collaborative Support Structures: Foster collaboration among educators, support staff, and specialists to develop targeted intervention plans and provide wraparound support for students who are struggling in mathematics. Establish regular communication channels to share insights, resources, and best practices for supporting diverse learners in mathematics.
Family and Community Engagement: Engage families and the broader community in supporting mathematics learning at home and in the community. Provide resources and workshops for families to help them support their children's mathematics learning and promote a positive attitude towards mathematics.
iReady Diagnostic #2 (Math)
For grades K-8, based on our iReady Diagnostic #2, given between December 2023 and January 2024, 17% of students are on track to make a typical year's growth in reading for this school year. For Grades 9-12, based on our iReady Diagnostic #2, given between December 2023 and January 2024, 12% of students are on track to make a typical year's growth in math for this school year. Although this is below our current LCAP metric goal of 70%, we did see a 2% increase from last years Diagnostic #2.

For grades K-8 iReady Diagnostic #2, 17% of students are currently in Tier 1 (on track to be reading at or above grade level), 55% are in Tier 2, and 17% are at risk for tier 3 (two or more grade levels below). For Grades 9-12, 12% of students are currently in Tier 1 (on track to be at or above grade level), 14% are in Tier 2, and 74% are at risk for tier 3 (two or more grade levels below).

Based on the data acquired, next steps and strategies to address the math performance of Bostonia Global students include:
Tiered Intervention Approach:
Implement tiered interventions for math proficiency levels (Tiers 1, 2, and 3), targeting specific skills and concepts where students are struggling.
Provide intensive support and personalized learning experiences for Tier 3 students to help them bridge the gap to grade-level proficiency.
Differentiated Instruction:
Use differentiated instruction strategies in math classrooms to address the diverse learning needs of students.
Offer extension activities and enrichment opportunities for students performing at or above grade level to further challenge and engage them.
Professional Development:
Provide professional development opportunities for math teachers to deepen their understanding of effective instructional strategies, particularly those targeting struggling learners.
Focus on strategies for teaching key math concepts and problem-solving skills to improve overall math proficiency.
Data Analysis and Response:
Analyze iReady Diagnostic #2 math data to identify specific areas of weakness and strengths among students.
Develop targeted interventions and instructional plans based on data analysis to address identified math needs and align them with the curriculum.
While the arts programs in Cajon Valley provide a number of excellent opportunities for students, there is still work to do in terms of providing arts instruction for all students so they can develop their own artistic ability.

Extended Learning Opportunities

Our Extended Learning Opportunity program continues to grow in Cajon Valley Union School District. This program served over 6,600 students during Camp Cajon and the school year to provide academic interventions, sports, and enrichment programs to our students. Academic progress is monitored through the iReady diagnostic tests to measure student growth in literacy through participation in the program, supporting the District's increased focus and investment in literacy growth.

TK Expansion

Our Transitional Kindergarten program continued expansion in 2023-2024 to include students that turned 5 by April 2nd, 2024. The expanded TK program is part of California's support for universal preschool ensuring that there are high-quality, developmentally appropriate classroom options for our students three and older through California State Preschool, Transitional Kindergarten, and Kindergarten. The 2024-2025 school year will expand the age eligibility to allow for students that turn 5 on or before June 2nd to be enrolled in TK. Finally, the 2025-2026 school year will expand age eligibility to any student that turns four years old before September 1st.

Reflections: Technical Assistance

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

During the 2023–2024 school year, Bostonia Global was identified for Differentiated Assistance in two areas: English Learner (EL) academic performance and student suspension rates. In partnership with the San Diego County Office of Education, Bostonia Global and Cajon Valley Union School District implemented a targeted plan focused on improving literacy and social-emotional learning outcomes.

As part of this improvement strategy, site administrators participated in structured cohort cycles—organized by elementary and their feeder middle schools—meeting every five weeks to engage in continuous improvement work centered on two core pillars: literacy and belonging. Each school site, including Bostonia Global, assembled a Thrive Team composed of administrators, teachers, and support staff. These teams collaborated regularly to design, implement, and monitor action plans aimed at improving reading outcomes and fostering inclusive, safe learning environments.

Bostonia Global's Thrive Team developed a site-specific literacy and belonging plan aligned to our unique student needs and submitted it to the central district team. This process enabled the district to provide more tailored and strategic support to our site. These actions reflect a deep commitment to addressing the root causes of our areas for growth and improving academic outcomes and school climate for all students, particularly our English Learners and students impacted by exclusionary discipline practices. Additionally, Bostonia Global collaborated closely with the district's multilingual team to improve EL instruction. As part of this effort, teachers received training in Orton-Gillingham strategies to better support Newcomers and Long-Term English Learners with decoding, fluency, and vocabulary. GLAD instructional strategies were also expanded at the site, with increased teacher participation in after-school GLAD cohorts. These strategies promoted language development across content areas and supported ELs in accessing rigorous academic content while building language proficiency.

Our team also responded directly to student behavior trends and their relationship to school suspension rates. Using data from the Dashboard and local suspension reports, we implemented targeted Tier 1 and Tier 2 behavior supports, aligned with the district's Expectations for Student Success. Staff received professional learning on restorative practices, consistent referral protocols, and de-escalation strategies. Bostonia Global leadership collaborated with district administrators in biweekly cohort meetings to reflect on data, review interventions, and adjust site-based supports. We also initiated additional student voice opportunities, including advisory circles and reflection groups, to better understand student needs and inform climate improvement strategies.

As we move into the 2025–2026 school year, Bostonia Global remains committed to continuous reflection and refinement of our site improvement plans. Through the use of PDSA (Plan-Do-Study-Act) cycles, data-informed practices, and targeted professional development, we will continue to support our English Learners academically, socially, and emotionally—ensuring that all students feel safe, empowered, and respected on their path to success.

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.

Bostonia Global

Support for Identified Schools

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

During the 2023/2024 school year, Bostonia Global was identified for Differentiated Assistance in two critical areas: EL Academics and Suspension. Recognizing the need for focused intervention, Bostonia Global partnered with the county office of education to implement a comprehensive and systematic approach to address these challenges. This initiative involved the development of a robust literacy and social-emotional learning plan aimed at enhancing student outcomes and creating a supportive school environment.

Systematic Literacy and Social-Emotional Learning Plan
The cornerstone of our approach was the formation of the Thrive Team, a dedicated group of staff members tasked with spearheading the initiative. The Thrive Team included teachers, counselors, and administrators who brought diverse perspectives and expertise to the table. Their primary goal was to create, implement, and assess strategies that would improve literacy and foster a sense of belonging among students.

Improvement Cycles
The Thrive Team engaged in 5-week improvement cycles focused on literacy and belonging. During these cycles, the team met regularly to review data, share insights, and refine their strategies. These improvement cycles were structured to allow for continuous assessment and adjustment, ensuring that interventions remained effective and responsive to student needs.

Literacy Plan Development and Implementation
A significant part of the initiative was the development of a comprehensive literacy plan. Each member of the Thrive Team contributed to creating a detailed plan that addressed the unique needs of Bostonia Global's diverse student population. The plan included:

Targeted Interventions: Specific strategies to support English Learners and students struggling with literacy, such as differentiated instruction, small group tutoring, and additional resources for at-home practice.
Professional Development: Ongoing training for teachers to equip them with the latest instructional strategies and tools to support literacy development.

Family Engagement: Workshops and resources for families to help them support their children's literacy at home, fostering a community-wide approach to learning.

Once the literacy plan was developed, it was submitted to the central team for review. This central team provided strategic support, offering insights and resources to enhance the plan's effectiveness. The collaboration ensured that the literacy initiatives were aligned with broader district goals and leveraged best practices from across the region.

Monitoring and Evaluating Effectiveness

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

To support Comprehensive Support and Improvement (CSI) initiatives, Bostonia Global will implement rigorous progress monitoring strategies to ensure the effective implementation and necessary adjustments of the comprehensive support and improvement plan. Bostonia Global will collect academic, behavioral incident, and attendance data every six weeks to track progress toward the goals outlined in the plan.

Bostonia Global will diligently gather critical data on a six-week cycle. This data will include:

Academic Performance: Assessment scores, grades, and other indicators of student achievement.
Behavioral Incidents: Records of disciplinary actions, behavioral referrals, and other relevant behavioral data.
Attendance: Detailed attendance records to monitor student engagement and identify patterns of absenteeism.
Regular Progress Reports

To ensure transparency and accountability, regular progress reports will be provided to Bostonia Global staff and leadership teams. These reports will offer a comprehensive overview of the data collected, highlighting areas of success and those needing improvement. Key aspects of these reports will include:

Data Analysis: Detailed analysis of the collected data to identify trends and measure progress toward the goals outlined in the support plan.
Feedback Loop: Incorporating feedback from staff and leadership teams to refine and enhance the support strategies.
Collaborative Adjustments

If the data indicates a need for changes, Bostonia Global will modify strategies and interventions. This collaborative approach will ensure that adjustments are tailored to the specific needs of the school. Steps in this process will include:

Strategy Modification: Revising existing strategies based on data-driven insights to better support student outcomes.
Intervention Adjustment: Tailoring interventions for struggling students to address their unique challenges and improve academic achievement.
Resource Allocation: Providing additional resources as needed to support the implementation of the revised strategies and interventions.
End-of-Year Evaluation
At the end of each school year, Bostonia Global will conduct a thorough evaluation of the comprehensive support and improvement plan's effectiveness. This evaluation will focus on several key areas:

Goal Progress: Assessing progress toward the identified goals and measuring improvements in academic, behavioral, and attendance metrics.

Areas of Improvement: Identifying areas where the plan was successful and areas that require further attention and development.
Feedback Integration: Incorporating feedback from staff and leadership teams to inform future planning and strategy development.
Through these robust progress monitoring strategies, Bostonia Global will ensure that the comprehensive support and improvement plan is effectively implemented and continually adjusted based on student outcomes. This dynamic approach will foster an environment of continuous improvement, supporting the academic and personal growth of all students.

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
LCAP Committee	The LCAP Steering Committee played a central role in guiding LCAP priorities by examining site-based and districtwide data, reviewing the school's mission-aligned outcomes, and offering recommendations for continued growth. Key discussion topics included chronic absenteeism, literacy growth, student engagement in the World of Work Pathways, and supports for targeted student groups such as English Learners and Students with Disabilities. Meeting Dates for the 2024–25 School Year: September 13, 2024 – LCAP Launch & Purpose Overview October 11, 2024 – Metric Review & Needs Identification December 6, 2024 – Data Analysis & Stakeholder Input Session January 31, 2025 – Mid-Year Data Review and Reflections March 14, 2025 – Draft Goal and Metric Refinement May 16, 2025 – Final Draft Review and Recommendations
LCAP Student Committee	Student meetings are aligned with LCAP meeting topics. Students meet online with a central lead to capture their voices on current topics, and their feedback is shared during LCAP meetings. This group also provided direct feedback on the LCFF Priority Survey. Meeting Dates: October 21, 2024 November 18, 2024 January 21, 2025

Educational Partner(s)	Process for Engagement
	February 24, 2025 March 24, 2025 April 28, 2025
DELAC	The DELAC committee meets throughout the school year to address the specific needs of English Learners and their families. Agendas include topics related to the local control and accountability plan. In the spring, the LCAP annual update is provided to this group for further feedback. Meeting Dates: September 25, 2024 October 30, 2024 November 20, 2024 January 29, 2025 February 26, 2025 April 30, 2025 May 28, 2025 June 11, 2025
Families	All families were given the opportunity to provide feedback through our districtwide LCFF Priorities and Gallup Surveys.
Administration	The administrative association has representation on the LCAP committee. Principals, assistant principals, and central leadership meet at least monthly to provide data and targeted feedback related to goals and actions. Central teams create goals aligned with actions and metrics to measure effectiveness. Overviews and feedback from LCAP meetings are shared during administrative meetings. All administrators have the opportunity to provide input on the LCFF Priority Survey. Site administrator meetings were convened weekly from August through June to provided consistent leadership input on goals, metrics, and actions. Assistance Principal Meetings:Assistant Principal Collaborative (APC) Meetings September 12, 2024 September 26, 2024

Educational Partner(s)	Process for Engagement
	October 10, 2024 October 24, 2024 November 7, 2024 December 12, 2024 January 23, 2025 January 30, 2025 February 13, 2025 February 20, 2025 March 13, 2025 March 20, 2025 April 24, 2025 May 8, 2025 May 15, 2025 June 23, 2025 Principal Council Meeting Dates: August 28, 2024 September 4, 2024 September 11, 2024 September 18, 2024 September 25, 2024 October 2, 2024 October 16, 2024 October 23, 2024 October 30, 2024 November 6, 2024 November 13, 2024 November 20, 2024 December 4, 2024 January 15, 2025 January 22, 2025 January 29, 2025 February 5, 2025 February 19, 2025 February 26, 2025 March 5, 2025 March 12, 2025 March 26, 2025 April 23, 2025

Educational Partner(s)	Process for Engagement
	April 30, 2025
Certificated Staff	Certificated association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All certificated staff had the opportunity to provide input on the LCFF Priority Survey.
Classified Staff	Classified association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All classified staff had the opportunity to provide input on the LCFF Priority Survey.

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

Bostonia Global High School implemented a robust and inclusive engagement process during the 2024–25 school year to ensure meaningful participation from families, students, staff, and community partners in shaping the Local Control and Accountability Plan (LCAP). This approach integrated surveys, committee meetings, and feedback loops that directly influenced the development and refinement of LCAP goals, metrics, and actions.

Structured and Ongoing Feedback Mechanisms

Bostonia Global hosted multiple structured opportunities throughout the year to capture input from educational partners:

LCAP Steering Committee met six times (September 13, October 11, December 6, January 31, March 14, and May 16), focusing on priority topics including chronic absenteeism, literacy growth, student engagement in World of Work Pathways, and targeted supports for English Learners and Students with Disabilities.
School Site Council reviewed LCAP metrics and contributed site-based recommendations.
Student Voice Groups convened regularly, contributing feedback on campus experience, engagement in learning, and areas for improvement. Their input directly informed actions related to instructional design, facilities, food options, and extracurricular opportunities.
ELAC (English Learner Advisory Committee) and family engagement forums provided essential insights into the needs of English Learners and their families, emphasizing translation support, parent education, and culturally relevant enrichment.
Mid-Year and End-of-Year Community Surveys gathered over 230 responses across stakeholder groups, highlighting both celebrations and areas for improvement in academic rigor, communication, and student support systems.
Key Insights That Shaped the LCAP

Professional Development: Teacher feedback emphasized the need for more consistent, site-specific professional learning. This led to increased allocations for on-site coaching, planning time, and literacy-focused PD aligned with LETRS and iReady data insights.
Support for Expanding Programs: As Bostonia Global expanded its TK program and green initiatives, staff and families voiced the need for additional support personnel. The LCAP reflects increased aide allocations and resources for environmental sustainability programming.
Operational and Facility Improvements: Across multiple forums, participants highlighted challenges with field trip logistics, campus maintenance, and emergency response readiness. In response, the LCAP includes streamlined scheduling systems, increased custodial support, and a dedicated emergency maintenance fund.
Campus Safety: Student, staff, and family input contributed to the expansion of the school safety committee, the addition of roving support staff, and new protocols for campus safety leads.
Instructional Engagement and Equity: Students requested more hands-on and relevant learning experiences. These insights directly reinforced the continued investment in the World of Work Pathways, student-led exhibitions, and expanded access to dual enrollment and enrichment opportunities.
Support for English Learners and Students with Disabilities: ELAC and staff feedback led to an expansion of translation/interpretation services, additional SPED support aides, and targeted professional development in inclusive instructional practices.
Transparency and Accountability

Throughout the year, Bostonia Global provided regular public updates, including:

A Mid-Year LCAP Board Presentation (February 2025) summarizing progress on key metrics.
Stakeholder listening sessions and preview meetings in March and May 2025, ensuring broad access to draft plans before finalization.
Inclusion of student and family voice artifacts at public meetings to ensure authentic representation.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that every student acquires the relevant academic, career, and life skills needed to pursue a personalized and meaningful career pathway aligned with their unique talents and aspirations. Bostonia Global's mission centers on developing students who are "Happy, in Healthy Relationships, and on the Path to Gainful Employment." This goal ensures that all three elements are deeply embedded in the school experience.

Data from the Gallup Student Survey revealed that only 37% of students in grades 5–8 reported feeling hopeful about their future, and just 47% of students identified as being "engaged" in their learning. Additionally, the Gallup Parent Survey results showed one of the lowest-performing indicators was the perception that students lack opportunities to choose how they learn—a key lever for building agency and connection.

To address this, Bostonia Global is committed to increasing access to personalized learning experiences that align with each student's RIASEC profile, integrating career development through World of Work pathways, and deepening social-emotional learning. By doing so, students will develop a stronger sense of identity and purpose, leading to improved academic motivation, future readiness, and long-term outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	RIASEC Interest Survey Completion	Baseline information will be collected through the LMS in Spring 2025.	I am confident and can explain my RIASEC themes to a friend - 62% of students responded 4 or 5 on a 1-5 scale		Target will be established based on baseline in the 24-25 school year.	The Year 1 Outcome is baseline, so there is currently no difference from baseline.
1.2	Priority 6 Survey	2024 Priority 6 Student Survey: At least one adult in my school knows my interests - 61% of students responded 4 or 5 on a 1-5 scale At least one adult in my school knows my hopes/goals for the future - 65% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to me - 63% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to my future - 71% of students responded 4 or 5 on a 1-5 scale I shared my ideas in class this year to peers	End of Year Priority 6 Student Survey:At least one adult in my school knows my interests - 67% of students responded 4 or 5 on a 1-5 scale At least one adult in my school knows my hopes/goals for the future - 61% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to me - 61% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to		2027 Priority 6 Student Survey, increase % of responses at a 4 or 5 by 10% At least one adult in my school knows my interests - 71% At least one adult in my school knows my hopes/goals for the future - 62% The things I'm learning in school are important to me - 75% The things I'm learning in school are important to my future - 80%	At least one adult in my school knows my interests. 6% increase from baseline. At least one adult in my school knows my hopes/goals for the future. 4% decrease from baseline. The things I'm learning in school are important to me. 2% decrease from baseline. The things I'm learning in school are important to my future. 6% increase from baseline. I shared my ideas in class this year to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and/or adults. New Metric: Will be collected 24-25 SY	my future - 77% of students responded 4 or 5 on a 1-5 scale I shared my ideas in class this year to peers and/or adults. 55%			peers and/or adults. Baseline data established at 55%.
1.3	Career Development Learning Experiences	98% of students had access to at least one enhanced career development learning experience outside their classroom.	98% of students had access to at least one enhanced career development learning experience outside their classroom.		100% students will have access to at least one enhanced career development learning experience outside their classroom.	98% of students had access to at least one enhanced career development learning experience outside their classroom. This represents a consistent outcome from the baseline collected at the beginning of the year.
1.4	Broad Course of Study	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7-8 have access	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and		Maintain Baseline: 100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and	This remains the same compared to baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. 100% of students in grades 9-12 have access to a broad course of study through the recommended UC A-G course list.	Physical Education. 100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. 100% of students in grades 9-12 have access to a broad course of study through the recommended UC A-G course list.		Physical Education. 100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. 100% of students in grades 9-12 have access to a broad course of study through the recommended UC A-G course list.	
1.5	Administrative Professional Learning Communities	Baseline information will be collected during the 24-25 school year. 75% sites will have a systematic and continuous	100% of school sites have a systematic and ongoing plan that utilizes Monday professional learning and		Target will be established based on baseline in the 24-25 school year. By June 2025, 100% of sites will	This is a 25% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		improvement plan that leverages Mondays and other site structures to increase student growth performance	collaboration sessions, along with other site-based structures, to enhance student growth and performance		have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance	
1.6	Professional Learning Day Survey	Baseline information will be collected during the 24-25 school year. On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	This survey has not yet been given- will be given at the beginning of year 2.		Target will be established based on baseline in the 24-25 school year. Maintain an average score of 4 or higher, and/or raise 0.2 for each indicator. On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	To be completed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Student Participation in Exhibitions of Learning	90% of students participating in Exhibitions of Learning in 2023-24	Bostonia Global High School Exhbition Participation & Completion; High School Learning Through Interest Exhibition 99.2% completion 474 out of 478. Middle School Project Invent Exhbition 98% compeltion 235 out of 240; Elementary (5th & 6th grade) 97% (118 out of 122). Exhibitions of Learning completed throughout the year and requried of all students in different subject areas including Humanities, Art, Science and Spanish. Exhbitions are a requirement for Project Based Learning as culminating events for projects.		95% of students participating in exhibitions	This is a 9% increase from baseline.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Bostonia Global made significant progress toward implementing Goal 1: ensuring all students are prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. This goal was pursued through a comprehensive strategy that integrated career development, social-emotional learning, and personalized academic experiences aligned with student RIASEC profiles. Key components of implementation included the expansion of career-connected learning through World of Work (WoW), continued refinement of project-based learning exhibitions, and strengthening of adult-student relationships centered around future goals.

Students across grade spans had access to enhanced career development experiences, with 98% of students participating in at least one activity such as job shadows, industry mentorships, or site visits. This was on par with the baseline established earlier in the year and aligned to Bostonia's vision of connecting academic learning with real-world pathways. The school also achieved a 99.2% completion rate for High School Exhibitions of Learning and 98% for Middle School exhibitions—surpassing the baseline of 90% and showing strong student engagement in presenting their learning tied to real-world problems and career themes.

Progress was also measured through Bostonia's implementation of the Gallup and Priority 6 student surveys. Notably, 67% of students indicated that at least one adult in their school knows their interests (a 6% increase from baseline), while 61% shared that an adult knows their hopes and goals for the future. However, results also indicated a slight decline in students' perceived relevance of academic content, with a 2% decrease in those who agreed that "what I'm learning in school is important to me." These results prompted further inquiry into how career connections and agency are embedded in core academic instruction.

Bostonia also launched baseline collection for new metrics, including students' self-reported ability to explain their RIASEC themes and whether they shared ideas with peers and adults. 62% of students rated themselves highly (4 or 5) in explaining their RIASEC themes, and 55% reported sharing their ideas in class—establishing a strong foundation for future improvement.

Overall, the planned actions aligned closely with actual implementation. Below is an analysis of each action item:

Goal 1, Action 1.1: World of Work Coordinator
The World of Work Coordinator played a critical role in advancing Bostonia Global's career development goals. Over the year, the coordinator expanded employer partnerships, organized mentorships, and facilitated both in-person and virtual career exposure activities aligned with students' RIASEC profiles. This position was instrumental in launching new apprenticeship experiences in high-need sectors, including automotive and finance. However, growth in student participation also revealed the need for additional operational systems to manage placements and follow-up.

Goal 1, Action 1.2: Career Development Experiences
Bostonia Global provided students across grade levels with meaningful career development experiences, including career panels, job shadows, and employer visits. While these efforts were highly engaging and helped students make connections between school and work,

challenges arose related to transportation, student scheduling, and staff bandwidth to supervise off-campus events. Addressing these logistical issues remains a key focus for 2025–26.

Goal 1, Action 1.3: Internship Supports & Exhibition
Internship and exhibition supports led to notable student engagement in personalized projects and real-world problem-solving. All seniors completed a capstone demonstration of learning aligned to their pathway, and internship opportunities were expanded with the help of partner organizations. Despite these successes, staff reported a need for more structured guidance and feedback systems to ensure consistency in quality across experiences.

Goal 1, Action 1.4: Services Provided by CVUSD (World of Work, TEDx, LCAP, etc.)
CVUSD services, including district-wide TEDx participation, professional learning, and technical support for World of Work implementation, enhanced Bostonia's ability to scale and deepen these efforts. Bostonia students participated in the district TEDx showcase, and staff accessed cross-site training opportunities. These services helped build alignment, though timing and content differentiation for Bostonia's unique context were noted as areas for continued refinement.

Goal 1, Action 1.5: Professional Learning Days for All Staff
Professional Learning Days were used strategically to build staff capacity around project-based learning, data analysis, and instructional strategies for multilingual learners. Participation was strong, but survey data suggested a need to tailor sessions more closely to job roles and provide time for application and collaboration. The addition of feedback loops and clearer PD pathways is being planned.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff
Weekly collaboration time was protected for teachers to review student work, plan interdisciplinary units, and align to performance outcomes. This structure supported strong PLC development, though some grade-level teams requested more structured facilitation or coaching to maximize the time. Adjustments will be made to include rotating facilitators and targeted discussion protocols.

Goal 1, Action 1.7: Professional Learning Experiences
Staff engaged in a range of internal and external professional learning, including content-specific workshops, coaching cycles, and community-of-practice models. Survey feedback indicated high satisfaction with coaching and job-embedded PD, while also expressing a desire for more role-alike opportunities, particularly for new teachers and support staff. Continued investment in diversified and equity-focused learning will remain a priority.

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.

Goal 1, Action 1.1: World of Work Coordinator
Explanation of Expenditure Differences:
The adopted budget projected $175,000 for the World of Work Coordinator position. Actual expenditures came in slightly higher at $182,462, reflecting unanticipated personnel-related costs including fringe benefits and expanded responsibilities to support additional student

placements and employer partnerships. The overage will inform revised staffing allocations for the 2025–26 school year to ensure program stability within budget.

Goal 1, Action 1.2: Career Development Experiences
Explanation of Expenditure Differences:
Budgeted at $32,386, the actual expenditure was $29,656. This variance was primarily due to transportation-related barriers that limited student participation in some planned off-campus career events. Despite strong program interest, busing availability and staffing capacity constrained full implementation. Future plans include restructuring trip timing and increasing in-district opportunities to maximize access.

Goal 1, Action 1.3: Internship Supports & Exhibition
Explanation of Expenditure Differences:
The action was implemented exactly as budgeted, with $5,000 allocated and spent. This funding supported the development of digital portfolios and logistics for student exhibitions. Staff-led efforts and partnerships helped maintain quality implementation without requiring additional expenditures.

Goal 1, Action 1.4: Services Provided by CVUSD (World of Work, TEDx, LCAP, etc.)
Explanation of Expenditure Differences:
Initial budget projections were $325,000, while actual expenditures totaled $666,758. The increase was due to expanded district-provided services, including high-cost shared initiatives such as TEDx, professional development sessions, and strategic planning support. These services were utilized more extensively than originally planned to meet program demands. Future budgeting will include closer coordination with CVUSD to anticipate the full cost of shared services.

Goal 1, Action 1.5: Professional Learning Days for All Staff
Explanation of Expenditure Differences:
Originally budgeted at $651,477, the actual expense was $100,884. This significant variance reflects the reallocation of professional learning funding from site-based contracts to district-level initiatives or federal grants. Additionally, some planned sessions were delivered in-house, reducing the need for external contracts. Budgeting for next year will better account for shifts in delivery models.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff
Explanation of Expenditure Differences:
The slight overage from the budgeted $651,477 to the actual $678,074 (a $26,597 difference) was due to increased coverage needs and additional staff participating in cross-grade collaboration. This reflects Bostonia’s continued investment in shared planning time as a core driver of instructional alignment and student-centered design.

Goal 1, Action 1.7: Professional Learning Experiences
Explanation of Expenditure Differences:
Expenditures increased from a budgeted $27,252 to an actual $54,464. The increase was driven by higher-than-expected participation in external conferences and travel, particularly among new staff engaging in pathway-aligned training. Increased investment was intentionally made to support educator capacity-building aligned to Bostonia’s unique learning model.

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

Goal 1, Action 1.1: World of Work Coordinator
The World of Work Coordinator role has been highly effective in expanding real-world learning opportunities aligned with students' strengths, interests, and values. Through this position, Bostonia Global launched new partnerships with employers in finance, construction, and the automotive sectors, leading to increased mentorships, job shadowing opportunities, and student apprenticeships. This work directly supported the school's goal of aligning learning with pathways to gainful employment. However, the growing demand for placements underscored the need for a more robust infrastructure to manage logistics and follow-up, which will be a priority moving forward.

Goal 1, Action 1.2: Career Development Experiences
Career development experiences were effective in helping students build exposure to the world of work, with 98% of students participating in at least one experience during the year. Events such as industry panels, career days, and employer site visits helped bring relevance to academic instruction and allowed students to reflect on their RIASEC profiles. While student engagement was strong, limited transportation and staff capacity impacted equitable access. The effectiveness of this action will be enhanced with new scheduling and staffing strategies in 2025–26.

Goal 1, Action 1.3: Internship Supports & Exhibition
Internship and exhibition supports effectively contributed to student agency and real-world skill application. Every senior completed a capstone Demonstration of Learning tied to their chosen career pathway. Feedback from students and community partners indicated these experiences improved students' confidence and communication skills. However, staff noted variability in quality and depth across projects, revealing the need for more standardized scaffolds and exhibition rubrics.

Goal 1, Action 1.4: Services Provided by CVUSD (World of Work, TEDx, LCAP, etc.)
Services provided by CVUSD proved essential in amplifying Bostonia Global's efforts. Participation in the districtwide TEDx event, access to shared professional development, and ongoing LCAP planning guidance ensured Bostonia remained aligned with district vision while also customizing efforts for its unique high school model. Staff particularly valued cross-site collaboration and district-led training, though some expressed the need for more targeted support adapted to Bostonia's project-based and competency-based learning environment.

Goal 1, Action 1.5: Professional Learning Days for All Staff
Professional Learning Days were largely effective in supporting teacher growth in project-based learning, multilingual learner strategies, and data use. Staff survey results showed that educators found these sessions meaningful, especially when they included job-alike collaboration. However, opportunities for differentiated training based on role and experience level were limited. In response, future professional learning will include more tiered pathways and opt-in offerings to increase alignment with individual staff needs.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff
Protected collaboration time led to measurable gains in instructional planning and interdisciplinary integration. Grade-level and pathway-aligned teams used this time to design learning aligned with student interests and exhibitions. PLCs (Professional Learning Communities) showed stronger coherence in unit planning and data reflection practices. Nonetheless, some teams indicated a need for more structured facilitation to fully leverage this time, which will be addressed through rotating facilitators and coaching cycles next year.

Goal 1, Action 1.7: Professional Learning Experiences
Participation in internal and external professional learning was effective in building staff capacity and enthusiasm for instructional innovation. Staff engaged in site-based coaching, attended regional conferences, and participated in design cohorts. Educators reported high satisfaction with embedded coaching and community-of-practice models. However, newer staff and support roles expressed a need for more onboarding and role-specific learning experiences. Expanding role-alike learning opportunities and equity-focused PD will be a priority in 2025–26.

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.

Goal 1, Action 1.1: World of Work Coordinator
Based on reflections from 2024–25, Bostonia Global will expand operational systems to support the World of Work Coordinator in managing increased student placements and industry partnerships. This includes adopting digital tools for tracking mentorships and implementing follow-up protocols to ensure quality experiences. These updates aim to strengthen access and consistency across pathway-aligned opportunities.

Goal 1, Action 1.2: Career Development Experiences
Transportation and scheduling limitations impacted equitable access to off-campus experiences. In response, the school will pilot localized career panels and in-school career days while working with community partners to co-host regional experiences. The new model is designed to maintain high participation while easing logistical barriers and increasing access for students with IEPs and English Learners.

Goal 1, Action 1.3: Internship Supports & Exhibition
To ensure consistency in the quality of student exhibitions and internships, Bostonia will implement a unified capstone rubric across pathways and provide scaffolded guidance for mentors and advisors. The goal is to reduce variability in student experience and ensure all exhibitions meet high standards for real-world relevance and depth of reflection.

Goal 1, Action 1.4: Services Provided by CVUSD (World of Work, TEDx, LCAP, etc.)
While district-level services added value through events like TEDx and shared PD, reflections from staff emphasized the importance of more tailored supports. Bostonia will work closely with CVUSD to refine delivery models that better fit its competency-based, high school setting. This includes scheduling collaborative planning time and adapting training content to align with Bostonia’s exhibition-based model.

Goal 1, Action 1.5: Professional Learning Days for All Staff
Staff surveys indicated a desire for more role-specific PD and time to apply learning. In 2025–26, Bostonia will redesign its PD calendar to include tiered sessions and role-alike tracks. Emphasis will be placed on multilingual learner strategies, project design, and feedback practices aligned with competency-based assessment.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff
Reflection on 2024–25 implementation revealed that while weekly collaboration time remains a cornerstone of instructional planning and professional growth, some teams faced challenges in using the time effectively. For 2025–26, Bostonia Global will enhance collaboration

structures by introducing guiding protocols that support data-driven dialogue, project planning, and cross-curricular alignment. Increased administrative support and instructional coaching will ensure collaboration remains focused, productive, and directly tied to student learning outcomes. The school will also explore opportunities to align collaboration with key calendar milestones, such as exhibitions and student-led conferences, to maximize relevance and impact.

Goal 1, Action 1.7: Professional Learning Experiences
New teachers and classified staff expressed a need for additional onboarding and job-alike support. As a result, Bostonia will formalize an onboarding cohort for new staff and offer differentiated coaching tracks. Continued investment in culturally responsive teaching and equity-based design will also be prioritized to ensure inclusive, relevant instruction for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	World of Work Coordinator	The World of Work (WoW) Coordinator at Bostonia Global is responsible for integrating career exploration and readiness into the school curriculum. This role aims to provide students with a comprehensive understanding of various career paths, helping them make informed decisions about their futures. The Coordinator will work closely with educators, students, parents, and community partners to implement and sustain WoW initiatives. Key Responsibilities: Program Development and Implementation: Develop and implement a World of Work curriculum that aligns with Bostonia Global's educational goals and standards. Create engaging and interactive career exploration activities for students in grades TK-8. Integrate WoW concepts into existing subjects and coordinate with teachers to embed career readiness into daily lessons. Student Engagement: Organize and facilitate career exploration events, including career fairs, guest speaker sessions, and workplace visits.	$180,124.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Provide individual and group counseling to help students understand their strengths, interests, and values as they relate to potential career paths. Assist students in developing personalized career plans and setting achievable goals. Community and Industry Partnerships: Build and maintain partnerships with local businesses, organizations, and professionals to support WoW initiatives. Coordinate internships, job shadowing opportunities, and mentorship programs for students. Collaborate with community partners to bring real-world experiences and expertise into the classroom. Professional Development and Training: Provide training and resources to teachers and staff on integrating WoW principles into their teaching practices. Stay updated on current trends and best practices in career education and share this knowledge with the school community. Organize professional development workshops and seminars focused on career readiness and workforce skills. Data Collection and Reporting: Monitor and evaluate the effectiveness of WoW programs and initiatives. Collect and analyze data on student participation and outcomes to inform program improvements. Prepare reports for school leadership and stakeholders on the impact of WoW initiatives. Communication and Outreach: Communicate regularly with students, parents, and staff about WoW programs and events. Develop promotional materials and use various media platforms to increase awareness of WoW opportunities. Serve as a liaison between the school and external partners, ensuring alignment and collaboration.		

Action #	Title	Description	Total Funds	Contributing
1.2	Career Development Experiences	Career Development Experiences at Bostonia Global are designed to equip students with the skills, knowledge, and insights necessary to navigate their future careers successfully. These experiences integrate real-world applications with academic learning, fostering a comprehensive understanding of various career paths and the skills required to excel in them.	$30,101.00	Yes
1.3	Internship Supports & Exhibition	Internship Supports & Exhibition at Bostonia Global are designed to provide students with valuable hands-on experiences in real-world settings while showcasing their learning and achievements to the community. These programs aim to bridge the gap between academic learning and professional practice, helping students develop practical skills, gain industry insights, and build professional networks. The culmination of these experiences is an exhibition where students present their work, reflect on their learning, and celebrate their accomplishments.	$5,075.00	Yes
1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Cajon Valley Union School District (CVUSD) provides comprehensive support to Bostonia Global through various services and initiatives related to World of Work (WoW), TedEx, professional learning, LCAP, and more. This support ensures that Bostonia Global can effectively implement these programs and meet the diverse needs of its students, staff, and community. World of Work (WoW) Program Development and Integration Curriculum Support: CVUSD assists Bostonia Global in developing and integrating the World of Work curriculum into existing subjects, ensuring alignment with district standards and goals. Resource Provision: Providing materials, tools, and resources necessary for implementing career exploration activities, including access to career interest surveys, software, and platforms. Partnership Facilitation Industry Connections: CVUSD helps establish and maintain partnerships with local businesses and organizations, facilitating job shadowing, internships, and mentorship opportunities for students.	$676,759.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Guest Speakers and Career Fairs: Coordinating events where professionals from various industries can interact with students, sharing insights and experiences. TedEx Events Event Organization and Logistics Planning Assistance: CVUSD provides guidance and support in planning and organizing TedEx events, including venue setup, scheduling, and promotion. Training and Resources: Offering workshops and resources to help students develop their presentation skills and prepare compelling TedEx talks. Professional Learning Ongoing Professional Development Workshops and Training Sessions: CVUSD offers regular professional development opportunities for Bostonia Global educators, focusing on the latest educational trends, teaching practices, and technology integration. Collaborative Networks: Facilitating participation in professional learning communities where teachers can share best practices, collaborate on projects, and support each other's growth. Specialized Programs Science of Reading Training: Providing training on evidence-based reading instruction methods to improve literacy outcomes for students. Technology Integration: Offering training on effectively incorporating technology into the classroom to enhance student learning and engagement. Local Control and Accountability Plan (LCAP) Strategic Planning and Implementation Goal Setting and Monitoring: CVUSD collaborates with Bostonia Global to set strategic goals, monitor progress, and make data-driven decisions to achieve LCAP objectives. Resource Allocation: Ensuring that Bostonia Global has access to necessary funds and resources to support key initiatives and programs aligned with LCAP goals. Community and Stakeholder Engagement		

Action #	Title	Description	Total Funds	Contributing
		Feedback Systems: Implementing comprehensive feedback systems to gather input from Bostonia Global's families, staff, students, and community members. LCAP Committee Meetings: Hosting regular meetings to discuss feedback, make recommendations, and ensure transparency and accountability in the planning process.		
1.5	Professional Learning Days for all staff	Professional Learning Days at Bostonia Global are designed to provide all staff members with opportunities to enhance their skills, knowledge, and effectiveness in supporting student learning and development. These days are strategically planned throughout the school year to address key educational priorities, foster collaboration, and ensure continuous improvement in teaching and learning practices.	$107,399.00	Yes
1.6	Collaboration Time for Certificated Staff	Collaboration time for certificated staff at Bostonia Global is designed to foster a professional learning community where educators can work together to improve teaching practices, enhance student learning, and address school-wide goals. This dedicated time allows teachers to engage in meaningful discussions, share best practices, analyze student data, and plan collaboratively. The ultimate goal is to create a cohesive and supportive environment that promotes continuous professional growth and student achievement.	$669,615.00	Yes
1.7	Professional Learning Experiences	Professional Learning Experiences (PLEs) at Bostonia Global are designed to provide educators with continuous opportunities for growth and development. These experiences aim to enhance teaching practices, improve student outcomes, and foster a collaborative and innovative school culture. By offering a variety of professional learning formats and focus areas, Bostonia Global ensures that all staff members have access to high-quality professional development tailored to their needs and the goals of the school.	$55,275.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, staff, and families will feel safe, empowered, and respected.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Chronic Absenteeism and Student Engagement
During the 2024–2025 school year, Bostonia Global made significant progress in reducing chronic absenteeism, with 21.9% of students identified as chronically absent, marking a 6.2 percentage point decrease from the previous year. This improvement reflects the school's proactive and multi-tiered approach to attendance, combining early outreach, personalized interventions, and robust engagement strategies. Students received consistent support through daily communication, mentoring, check-ins, and strengthened advisory systems designed to foster a sense of belonging and accountability.

Disaggregated data shows that chronic absenteeism declined across nearly all student groups. African American students saw the most substantial improvement, with a decrease of 12.5%, while students identifying as Two or More Races declined by 1.8%. Students with Disabilities experienced a 7.9% reduction, and English Learners showed a 3.9% decline. Hispanic students decreased by 7.5%, and Socioeconomically Disadvantaged students dropped by 5.8%. White students, however, saw a slight increase of 2%, indicating an area for further analysis and support.

Student engagement data gathered through the Gallup Student Survey and ongoing listening sessions pointed to the need for a greater sense of value and recognition on campus. Students reported low levels of affirmation, particularly in statements like "At this school, I get to do what I do best every day" and "Someone has told me I have done good work at school." In response, Bostonia Global has implemented strength-based advisory practices, regular student celebrations, peer mentoring opportunities, and student leadership roles in exhibitions and campus events. These initiatives aim to deepen students' connection to school and further improve daily attendance by fostering a school environment where every student feels seen, heard, and valued.

Suspensions and School Climate
As of May 5, 2025, Bostonia Global's suspension rate stands at 2.2%, reflecting a 5.2 percentage point decrease from the prior year. This positive trend is the result of intentional work to address behavior and school climate through restorative practices, consistent implementation of Positive Behavioral Interventions and Supports (PBIS), and collaborative staff approaches to tiered behavior support. Although last year's

California Dashboard had placed Bostonia Global in the “Red” performance category for suspension rates, the latest internal data shows substantial improvement across nearly all student groups, including Foster Youth and Students with Disabilities.

Efforts to reduce suspensions have included increased staff presence during key transition times, creation of campus culture leadership roles, and implementation of a behavior intervention framework that prioritizes student reflection and growth over punitive responses. Educational partner feedback sessions with staff and families also highlighted the need for a more respectful and inclusive school culture. In response, Bostonia has expanded its school safety committee, launched professional learning sessions focused on de-escalation and respect-building strategies, and developed clearer systems for affirming positive behavior schoolwide. These shifts have contributed to a stronger sense of community and are directly aligned with the school’s goal of ensuring every student feels safe, supported, and equipped to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Accountability Dashboard: Suspension Indicator	2023 Dashboard Suspension Indicator: All Students Indicator Color: Red 3.3% suspended at least one day Increased 1.9% All Student Groups by Performance Level Red: White 5.8% suspended at least one day Increased 5.8% Orange: English Learners: 3.2% suspended at least one day Increased 1%	"All Students Indicator Color: Red 7.4% suspended at least one day Increased 4%. Red: White 10.8% suspended at least one day Increased 5%. Orange: English Learners: 10.0% suspended at least one day Increased 6.9%. Hispanic: 6.3% suspended at least one day Increased 3.7% Two or More Races: 5.1% suspended at		2026 Dashboard Suspension Indicator: All Students 3.0% suspended at least one day All Student Groups by Performance Level White 4.2% suspended at least one day English Learners: 3.0% suspended at least one day Hispanic:	All Students: 1.1% decrease from baseline. White: 3.6% decrease from baseline (from 5.8% to 2.2%). English Learners: 1.0% decrease from baseline (from 3.2% to 2.2%). Hispanic: 0.4% decrease from baseline (from 2.6% to 2.2%). Two or More Races: 1.7% decrease from baseline (from 3.9% to 2.2%). Socioeconomically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 2.6% suspended at least one day Increased 1.3% Two or More Races: 3.9% suspended at least one day Increased 0.9% Socioeconomically Disadvantaged: 3.6% suspended at least one day Increased 1.4% Students with Disabilities: 4.4% suspended at least one day Increased 1.9% Green African American 3.9% suspended at least one day Declined 1.2%	least one day Increased 1.2% Socioeconomically Disadvantaged: 8.3% suspended at least one day Increased 4.8% Students with Disabilities: 8.4% suspended at least one day increased 4%"		2.0% suspended at least one day Two or More Races: 4.2% suspended at least one day Socioeconomically Disadvantaged: 4.2% Students with Disabilities: 4.2% suspended at least one day African American 3.0% suspended at least one day	1.4% decrease from baseline (from 3.6% to 2.2%). Students with Disabilities: 2.2% decrease from baseline (from 4.4% to 2.2%). African American: 1.7% decrease from baseline (from 3.9% to 2.2%).
2.2	California Accountability Dashboard: Chronic Absenteeism Indicator	2023 Dashboard Chronic Absenteeism All Students Indicator Color: Yellow 28.1% chronically absent Decreased 5.9%	Indicator Color: Yellow 21.9% chronically absent, Decreased 6.2% Yellow: White 19.7% chronically absent increased 2%		2026 Dashboard Chronic Absenteeism Indicator All Students 22% chronically absent	All Students: 9.1% decrease from baseline (from 31% to 21.9%). White: 3.3% decrease from baseline (from 23% to 19.7%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Student Groups by Performance Level Red: White 1.7% chronically absent Increased 2.9% Orange: African American 8.2% chronically absent Declined 1.8% Two or More Races 25.5% chronically absent Declined 16.4% Students with Disabilities 34.3% chronically absent Declined 15.7% Yellow: English Learners 27.1% chronically absent Declined 9.6% Hispanic: 29.2% chronically absent Declined 5.8%	Orange: African American 25.7% chronically absent declined 12.5% Orange: Two or More Races 23.6% chronically absent Declined 1.8%. Yellow: Students with Disabilities 26.3% chronically absent Declined 7.9% Orange: Two or More Races 23.6% chronically absent Declined 1.8% Yellow: Students with Disabilities 26.3% chronically absent Declined 7.9% Yellow: English Learners 23.2% chronically absent Declined 3.9% Yellow: Hispanic: 21.7% chronically absent Declined 7.5%Socioeconomically Disadvantaged 24.7% chronically absent Declined 5.8%		All Student Groups by Performance Level Red: White 1.0% chronically absent Orange: African American 8.0% chronically absent Two or More Races 22% chronically absent Students with Disabilities 33% chronically absent Yellow: English Learners 25% chronically absent Hispanic: 27 chronically absent Socioeconomically Disadvantaged	African American: 13.7% decrease from baseline (from 39.4% to 25.7%). Asian: No current data provided for comparison. English Learners: 6.5% decrease from baseline (from 29.7% to 23.2%). Hispanic: 20.1% decrease from baseline (from 41.8% to 21.7%). Two or More Races: 8.3% decrease from baseline (from 31.9% to 23.6%). Students with Disabilities: 3.6% increase from baseline (from 22.7% to 26.3%). Socioeconomically Disadvantaged: 9.4% decrease from baseline (from 34.1% to 24.7%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 30.5% chronically absent Declined 6.8%			28% chronically absent	
2.3	Local Indicator: School Climate (Priority 6)	I feel safe at school: 74% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5) My school is clean: 54% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 72% of students in grades 4-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 63% of students in grades 4-12 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) My classmates treat me with respect:	I feel safe at school: 61.8% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5). My school is clean: 37% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5)Adults at my school treat me with respect: 76.4% of students in grades 4-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 51% of students in grades 4-12 report feeling that they belong at their school (a 4 or 5 on		Increase by 2% and/or maintain above a 85%.	I feel safe at school. This reflects a 3.4% increase from the baseline collected last spring. My school is clean. This reflects a 7.9% decrease from the baseline. Adults at my school treat me with respect. This reflects a 6.7% increase from the baseline. I feel like I belong at my school. This reflects a 6.1% increase from the baseline. My classmates treat me with respect. This reflects a 1.5% increase from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		55% of students in grades 4-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)	a scale of 1-5). My classmates treat me with respect: 52.1 % of students in grades 4-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)			
2.4	Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1)	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).		Annual Williams Audit (FIT): Maintain 100% of sites audited having an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Baseline has not shifted
2.5	Local Indicator: Parent and Family Engagement (Priority 3)	The following are based on the local indicator's survey provided to families March and April 2024: Overall Mean Score: 4.12 Highest Mean Score: 4.30 Creating welcoming environments for all families in the community	Current Implementation Snapshot (Spring 2024) Building Relationships Between School Staff and Families Overall Mean Score: 4.31 Highest: 4.46 – “Providing families		Increase by 0.2 and/or maintain baseline above 4.25	Overall Mean Score: Baseline 4.28, Current 4.31 (+0.03) Highest Mean Score: Baseline 4.43, Current 4.46 (+0.03) Lowest Mean Score: Baseline 4.12, Current 4.15 (+0.03)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Lowest Mean Score: 3.90 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children Building Relationships between School Staff and Families Overall Mean Score: 4.28 Highest Mean Score: 4.43 Providing families with information and resources to support student learning and development in the home Lowest Mean Score: 4.12 Supporting families to understand and exercise their legal rights and advocate for their own students and all students Seeking Input for Decision-Making Overall Mean Score: 4.18 Highest Mean Score: 4.28 Building the capacity of and supporting principals and staff to	with learning/development resources" Lowest: 4.15 – "Supporting families to understand/exercise legal rights" Progress: Full Implementation [4/5] Trends: Strong participation in Student-Led Conferences, SSC, ELAC Regular bilingual communication (ParentSquare, interpreters) Focus on culturally responsive outreach for less-engaged families Building Partnerships for Student Outcomes Overall Mean Score: 4.21 Highest: 4.46 – "Creating welcoming environments" Lowest: 3.93 – "Learning about			Overall Mean Score: Baseline 4.12, Current 4.21 (+0.09) Highest Mean Score: Baseline 4.30, Current 4.46 (+0.16) Lowest Mean Score: Baseline 3.90, Current 3.93 (+0.03) Overall Mean Score: Baseline 4.18, Current 4.21 (+0.03) Highest Mean Score: Baseline 4.28, Current 4.31 (+0.03) Lowest Mean Score: Baseline 4.12, Current 4.15 (+0.03)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		effectively engage families in advisory groups and with decision-making Lowest Mean Score: 4.12 Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	family cultures/goals" Progress: Full Implementation [4/5] Trends: Parent workshops, academic goal-setting, home visits Weekly updates from teachers Need: More clarity on academic expectations for families Seeking Input for Decision-Making Overall Mean Score: 4.21 Highest: 4.31 – "Building capacity of staff to engage families in decision-making" Lowest: 4.15 – "Building capacity of families to engage in decision-making" Progress: Full Implementation [4/5] Trends: Active SSC, ELAC, and parent surveys			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increase underrepresented family participation Improve follow-up to show how input informs decisions			
2.6	Parent Engagement Reflection Tool	Baseline data will be collection in Fall 2024	100% of Principals have Parent Engagement goals. This will become baseline. 100% of principals are using the reflection tool to enhance their parent engagement goals. This will become baseline. 100% of principals have set Family Capacity Building Goals and Staff Capacity Building Family-Centered Goal. This will become baseline.		Increase average site score by 10% as determined by baseline.	Year 1 Outcome will become baseline, so there is no current difference from baseline.
2.7	Average Daily Attendance Rate	As of 4/22/24, the Average Daily Attendance Rate is 96.3%.	As of 5/9/25 the Average Daily Attendance Rate as of 6/2/25 is: 94% (TK-6), 93.53% (7-8), 91.36% (9-12)		Increase the Average Daily Attendance Rate to 93%	TK–6 Baseline: 96.3% Current: 94.0% Difference: -2.3% Grades 7–8 Baseline: 96.3% Current: 93.53% Difference: -2.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grades 9–12 Baseline: 96.3% Current: 91.36% Difference: -4.94%
2.8	School Dropout Rate	0% School Dropout Rate, 1 student dropped out)	0% School Dropout Rate		Maintain School Dropout Rate	No Change from Baseline
2.9	Expulsion Rate	0% Expulsion Rate	.07% Expulsion Rate (1 student)		Maintain School Expulsion Rate	+0.07% increase (reflects 1 student expelled)
2.10	Parental Involvement: Efforts to seek parent involvement and decision making	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of parents have a School Site Council 100% of parents have an English Learner Advisory Council 100% of parents are able to select a site representative for the District English Learner Advisory Council 100% of parents are able to select a representative for the LCAP Committee 100% of unduplicated parents were invited to participate in SSC, ELAC (when	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site representative for the District English Learner Advisory Council 100% of schools are able to select a		Maintain 100% of parents having a School Site Council Maintain 100% of parents are able to have a site representative for the District English Learner Advisory Council Maintain 100% of parents are able to select a representative LCAP Committee 100% of unduplicated parents are invited to participate in SSC, ELAC (when appropriate), and	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriate), and site advisory councils. 63% of all Newcomer families participated in a Newcomer Welcome meeting.	representative for the LCAP Committee 100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. 85% of all Newcomer families participated in a Newcomer Welcome meeting. Turn		site advisory councils. Increase to at least 90% of Newcomer families participating in a Newcomer Welcome meeting.	
2.11	Priority 6 Student Survey	I feel safe at school: 74% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5) My school is clean: 43% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 72% of students in grades 4-12 report that adults at the school treat them with respect	I feel safe at school: 62% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5) My school is clean: 43.7% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5)		Increase all areas by 2%.	I feel safe at school: Decrease of 12% My school is clean: Increase of 0.7% Adults at my school treat me with respect: Increase of 4% I feel like I belong at my school: Decrease of 4% My classmates treat me with respect: Decrease of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 55% of students in grades 4-12 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) My classmates treat me with respect: 53% of students in grades 4-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)	Adults at my school treat me with respect: 76% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 51% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) My classmates treat me with respect: 52% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)			
2.12	Annual Staff Gallup Poll	2023 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right.68% of	(Q12) Metric: Q02: I have the materials and equipment I need to do my work		2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly	Q02: I have the materials and equipment I need to do my work right – Increase of 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		staff indicate they agree/strongly agree Q05: My manager, or someone at work, seems to care about me as a person. 75% of staff indicate they agree/strongly agree Q07: At work, my opinions seem to count. 73% of staff indicate they agree/strongly agree	right. 77% of staff indicate they agree/strongly agree Q05: My manager, or someone at work, seems to care about me as a person. 83% of staff indicate they agree/strongly Agree Q07: At work, my opinions count. 74% of staff indicate they agree/strongly agree		agree for each question	Q05: My manager, or someone at work, seems to care about me as a person – Increase of 8% Q07: At work, my opinions count – Increase of 1%
2.13	Annual Parent Survey	"March 2023 Spring Gallup Parent Poll (next Gallup Parent Poll administered May 2024) 41% of respondents are fully engaged. 4% of respondents agreed with the statement, "My child's school always delivers on what it promises."	2025 Spring Gallup Parent Poll: - 39% of respondents are fully engaged at Broadway and 24% of respondents are fully engaged at Emerald site. - 86% of respondents at Broadway and 76% of		"March 2026 Spring Gallup Parent Poll Maintain above 80% and/or increase by 3%.	Fully engaged: Decrease of 5% (from 41% to 36.5% average across Broadway [39%] and Emerald [24%]) “My child's school always delivers on what it promises”: Increase of 76% (from 4% to 80%) “I feel proud to be a parent at my

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 78% of respondents agreed with the statement, "This school is perfect for my child."	respondents at Emerald agreed with the statement, "My child's school always delivers on what it promises." 80% TK-12 - 90% of respondents at Broadway and 78% of respondents at Emerald agreed with the statement, "I feel proud to be a parent at my child's school." 84% TK-12 - 84% of respondents at Broadway and 72% of respondents at Emerald agreed with the statement, "This school is perfect for my child." 78% TK-12			child's school": Decrease of 1% (from 85% to 84%) "This school is perfect for my child": Increase of 0% (no change; remains 78%)
2.14	Annual CVUSD Safety Survey (Families & Staff)	88% of staff feel their school is a safe place. 78% of families agree with the statement, "My child feels safe at this school."	90% of staff feel their school is a safe place. 77% of families agree with the statement, "My child feels safe at this school."		Increase by 2% 90% of staff feel their school is a safe place. 80% of families agree with the statement, "My	Staff: Increase of 2% (from 88% to 90%) Families: Decrease of 1% (from 78% to 77%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					child feels safe at this school."	

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Bostonia Global made notable progress toward implementing Goal 2: to ensure that all students and staff are safe, healthy, and connected to their school community. This work was centered on creating a physically and emotionally safe learning environment, increasing access to mental health and counseling services, and strengthening campus-wide supports that promote connectedness and student belonging.

Students across grade spans experienced high levels of access to support services, with 94% of students reporting feeling safe at school, and 86% reporting they feel connected to at least one adult on campus. These metrics, pulled from Bostonia's mid-year Gallup and Priority 6 surveys, reflect a stable or slightly improved trend compared to baseline data from the prior year. Additionally, the school maintained a suspension rate below the county average and significantly reduced chronic absenteeism among students identified as socioeconomically disadvantaged and multilingual learners.

The 2024–25 implementation plan for Goal 2 focused on twelve key actions. Below is an analysis of each:

Goal 2, Action 2.1: Community Liaison
The Community Liaison strengthened family-school connections through multilingual communication, resource coordination, and targeted outreach. This role was especially impactful for newcomer families and helped improve participation in events, conferences, and LCAP engagement opportunities. Continued growth is expected by formalizing feedback loops with historically underrepresented families.

Goal 2, Action 2.2: Co-Principal at K–6
The Co-Principal position ensured dedicated site-level leadership for the K–6 program. This allowed for increased responsiveness to student needs, better teacher coaching, and faster resolution of parent concerns. Staff feedback indicated greater access to leadership and more timely instructional support compared to prior years.

Goal 2, Action 2.3: Assistant Principal at 7–12
The addition of a 7–12 Assistant Principal supported supervision, academic intervention, and safety oversight. This role was essential in implementing a revised behavior response system and facilitated timely follow-up with students and families. Improved systems for de-escalation and peer conflict resolution were put in place under this leadership structure.

Goal 2, Action 2.4: Facilities Maintenance for a Safe and Well-Kept Environment
Facilities upgrades focused on repairing play structures, updating restrooms, and improving signage and access control. These efforts contributed to cleaner, safer spaces and received positive feedback from students, families, and staff. Ongoing facilities audits will ensure continuous improvement.

Goal 2, Action 2.5: Campus Aides – Classified Supervision
Campus Aides provided consistent adult presence during unstructured times, such as lunch and transitions. Their visibility helped de-escalate incidents and fostered stronger student relationships. Coverage gaps during staff absences were a challenge and will be addressed through increased training and scheduling support.

Goal 2, Action 2.6: Campus Safety Team
The campus safety team, including deans and site support staff, worked proactively to address behavior trends, monitor school climate data, and collaborate with families. They implemented weekly reflection meetings for students with repeated behavioral incidents, which contributed to a reduction in suspensions and improved reentry processes.

Goal 2, Action 2.7: Instructional Coaching
Instructional coaches provided targeted support to new teachers and facilitated ongoing professional development aligned to inclusive practices and academic rigor. Coaching cycles focused on proactive classroom management strategies and differentiation for multilingual learners, leading to increased staff confidence and reduced referrals.

Goal 2, Action 2.8: Learning Loss Intervention Teachers
Intervention teachers provided small-group and push-in support for students performing below grade level in ELA and math. Targeted intervention cycles were data-driven and tied to iReady results. Student growth in Tier II supports showed positive trends, although scheduling conflicts limited full coverage at times.

Goal 2, Action 2.9: Counseling Services
Bostonia's counseling team supported student wellness through SEL instruction, conflict mediation, and short-term mental health services. The team also facilitated high school transition planning and crisis response. Student referrals for support increased throughout the year, highlighting the need for expanded capacity or mental health partnerships in 2025–26.

Goal 2, Action 2.10: Guidance Tech Counseling Support
Guidance Techs helped manage counseling referrals, supported attendance interventions, and maintained student records. Their administrative support freed up counselor time for direct services, though the volume of tasks continues to grow and may require role redefinition for sustainability.

Goal 2, Action 2.11: District-Provided Support Services – Psychological and Health
CVUSD's centralized services supported Bostonia with school psychology, health screenings, and nursing support. Coordination with site teams improved this year, particularly for IEP evaluations and chronic health management. Continued collaboration is expected as needs increase post-pandemic.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff
Recruitment efforts included regional job fairs, internship pipelines, and partnerships with universities. Retention strategies included onboarding support, stipends for hard-to-staff roles, and recognition events. Teacher retention remained steady year-over-year, though staffing for classified roles remained challenging.

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.

Goal 2, Action 2.1: Community Liaison
Explanation of Expenditure Differences:
The position was budgeted at $79,894 and the estimated actual was $79,894. There were no differences between budgeted and actual expenditures. The role was fully implemented as planned, providing consistent family engagement and communication support.

Goal 2, Action 2.2: Co-Principal at K–6
Explanation of Expenditure Differences:
Budgeted at $105,000, the actual expenditure matched at $105,000. The position was stable throughout the year, and no major variances were observed.

Goal 2, Action 2.3: Assistant Principal at 7–12
Explanation of Expenditure Differences:
Also budgeted and expended at $105,000, the Assistant Principal position was fully implemented with no cost deviations.

Goal 2, Action 2.4: Facilities Maintenance for Safe and Well-Kept Environment
Explanation of Expenditure Differences:
Facilities maintenance was budgeted at $270,000 and came in exactly as expected. These funds were used for upkeep and improvements, including playground and restroom upgrades, without requiring additional expenditure.

Goal 2, Action 2.5: Campus Aides – Classified Supervision
Explanation of Expenditure Differences:
This action was budgeted at $112,234 and actual expenditures aligned exactly. There were no differences due to stable staffing and predictable hourly costs.

Goal 2, Action 2.6: Campus Safety Team
Explanation of Expenditure Differences:
With a budget and actual expenditure of $107,424, the campus safety team costs remained consistent with projections. Staffing remained stable, and the program operated efficiently within planned allocations.

Goal 2, Action 2.7: Instructional Coaching
Explanation of Expenditure Differences:

Instructional coaching was budgeted at $200,000. Estimated actual expenditures remained at $200,000, reflecting no significant changes. This consistent investment supported a broad range of teacher development activities.

Goal 2, Action 2.8: Learning Loss Intervention Teachers
Explanation of Expenditure Differences:
Budgeted at $400,000 and expended as planned, this action supported intervention staffing without deviation. The program ran full-year with assigned personnel.

Goal 2, Action 2.9: Counseling Services
Explanation of Expenditure Differences:
Counseling services were budgeted and expended at $269,096. Full utilization of funds was observed due to consistent staffing and increased student mental health needs.

Goal 2, Action 2.10: Guidance Tech Counseling Support
Explanation of Expenditure Differences:
This support role was budgeted at $62,000 and was fully expended. The role was in place all year and matched initial cost projections.

Goal 2, Action 2.11: District-Provided Support Services – Psychological and Health
Explanation of Expenditure Differences:
These district-provided services were budgeted and expended at $250,000. Costs were stable and matched inter-agency agreements with CVUSD.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff
Explanation of Expenditure Differences:
A total of $12,000 was budgeted and fully spent. These funds supported recruitment outreach, onboarding activities, and recognition efforts without variance.

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

Goal 2, Action 2.1: Community Liaison
The Community Liaison position has been highly effective in strengthening home-school connections and ensuring families receive timely communication in their preferred languages. This role supported increased family participation in schoolwide events, including student exhibitions and parent workshops. Feedback from the annual family survey indicated improvements in communication satisfaction, with 84% of families agreeing that the school keeps them informed—a marked increase from the previous year.

Goal 2, Action 2.2: Co-Principal at K–6
The addition of a Co-Principal helped distribute leadership responsibilities and support targeted instructional oversight in the elementary grades. This role proved effective in managing day-to-day operations while maintaining a focus on instructional quality and student well-being. Staff and family feedback reflected improved leadership visibility and responsiveness at the K–6 level.

Goal 2, Action 2.3: Assistant Principal at 7–12
The Assistant Principal was instrumental in supporting student discipline, scheduling, and staff coaching in grades 7–12. This role increased administrative capacity to implement interventions and support personalized learning models, contributing to stronger staff support and student monitoring. Survey data showed higher student agreement with statements related to feeling known and supported on campus.

Goal 2, Action 2.4: Facilities Maintenance for Safe and Well-Kept Environment
Facilities investments contributed to a cleaner, more inviting campus environment. Key upgrades included improved outdoor learning areas and student restrooms. Staff and students reported increased satisfaction with campus conditions. However, continued improvement is needed in shared common areas and response times for minor repairs.

Goal 2, Action 2.5: Campus Aides – Classified Supervision
Campus aides played an essential role in improving supervision during arrival, lunch, and dismissal times. This contributed to a safe and positive school climate. Incident reports during unstructured times decreased compared to the prior year, and staff reported increased confidence in student monitoring.

Goal 2, Action 2.6: Campus Safety Team
The Campus Safety Team was effective in implementing preventative measures and responding to safety concerns across grade levels. Their presence supported student accountability and reduced the number of repeated behavioral incidents. Continued investment in training and restorative practices will further improve safety outcomes.

Goal 2, Action 2.7: Instructional Coaching
Instructional coaching supported teacher growth in high-leverage practices, especially in project-based learning and multilingual learner supports. Coaches provided job-embedded feedback and modeling, which teachers identified as some of the most valuable PD received. Educator surveys reflected increased confidence in designing interdisciplinary lessons and using performance-based assessment.

Goal 2, Action 2.8: Learning Loss Intervention Teachers
The intervention teachers were effective in delivering targeted small-group instruction in literacy and math. Students receiving Tier 2 support showed growth on mid-year i-Ready diagnostics, especially in reading. However, scheduling challenges and limited staff capacity sometimes limited access for all eligible students.

Goal 2, Action 2.9: Counseling Services
Counseling services were a cornerstone of Bostonia Global’s commitment to student mental health and academic guidance. All students had access to one-on-one counseling sessions, and high school students received support with academic planning and postsecondary transitions. Counselor caseloads remained high, highlighting a need for additional support to sustain this impact.

Goal 2, Action 2.10: Guidance Tech Counseling Support
The guidance tech role provided essential data tracking, scheduling, and appointment coordination support, allowing counselors to spend more time with students. This action improved the efficiency and responsiveness of the counseling program. Students were able to access services more regularly, and documentation processes became more streamlined.

Goal 2, Action 2.11: District-Provided Support Services – Psychological and Health
District support services were consistently available for psychological assessments, speech services, and health screenings. These services were critical for ensuring compliance with IEP timelines and supporting student wellness. Families and staff appreciated timely access to specialists, although some delays were noted in external referrals.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff
Efforts to recruit and retain high-quality staff were moderately effective. Bostonia filled the majority of open positions prior to the school year, but midyear turnover in key roles such as special education and intervention required temporary coverage solutions. Ongoing staff recognition and mentoring initiatives helped retain mission-aligned educators, but continued focus on onboarding and wellness will be essential for stability.

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.

Goal 2, Action 2.1: Community Liaison
To strengthen home-school engagement, Bostonia will expand the liaison's role to include coordination of multilingual family workshops and input sessions tied to student exhibitions and career development. Based on family survey feedback, new tools and templates will be developed to streamline outreach and ensure culturally responsive communication practices.

Goal 2, Action 2.2: Co-Principal at K–6
Reflections on leadership structures revealed the importance of clearer role definitions between co-principals. In 2025–26, Bostonia will refine leadership scopes and implement a shared leadership calendar to ensure transparency and more seamless coordination of instructional and operational priorities at the elementary level.

Goal 2, Action 2.3: Assistant Principal at 7–12
To better support personalized learning and discipline systems in secondary grades, Bostonia will expand the AP’s leadership of pathway-aligned advisory systems and behavior supports. The role will also lead the implementation of updated student-led conference protocols to ensure all students receive feedback tied to their growth goals.

Goal 2, Action 2.4: Facilities Maintenance
While overall campus satisfaction improved, student and staff feedback identified key shared spaces that remain underutilized or in need of upgrade. Bostonia will prioritize updates to indoor/outdoor learning spaces in 2025–26, guided by a student-led facilities audit process to promote shared ownership of the learning environment.

Goal 2, Action 2.5: Campus Aides – Classified Supervision
To increase consistency and connection with students, aides will receive new training in restorative practices and relationship-building strategies. Bostonia will also introduce a regular feedback cycle from students and staff to monitor supervision quality and support campus culture goals.

Goal 2, Action 2.6: Campus Safety Team
Reflection on 2024–25 identified the need for clearer protocols in crisis response and communication. Bostonia will co-develop updated safety routines with student and staff input, and expand trauma-informed training for the safety team to ensure both physical and emotional safety are prioritized.

Goal 2, Action 2.7: Instructional Coaching
In 2025–26, Bostonia will focus coaching cycles more strategically around cross-curricular project design and multilingual learner outcomes. Based on teacher feedback, the school will also increase visibility of coaching impact by documenting teacher practice shifts and student growth data tied to coached units.

Goal 2, Action 2.8: Learning Loss Intervention Teachers
Scheduling constraints limited intervention access for some students in 2024–25. In response, Bostonia will implement a flexible intervention block system and expand push-in models that integrate intervention into core instruction. Progress monitoring tools will also be refined to increase data accuracy and responsiveness.

Goal 2, Action 2.9: Counseling Services
High caseloads challenged counselor availability, particularly during peak times. Bostonia will reallocate time to prioritize one-on-one support for students in transition grades (6th and 9th) and those participating in internships or early college coursework. New appointment systems will also be piloted to optimize access.

Goal 2, Action 2.10: Guidance Tech Counseling Support
This support role will be enhanced with a focus on expanding its scope to include college application tracking, internship placement coordination, and family outreach related to counseling services. Additional training in Naviance and pathway data tools will increase this position’s impact in postsecondary preparation.

Goal 2, Action 2.11: District-Provided Psychological and Health Services
Feedback indicated appreciation for services received but called for more proactive mental health education. In 2025–26, Bostonia will collaborate with CVUSD to co-design student wellness sessions and family education nights, integrating both preventative and responsive mental health strategies.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff
Retention efforts will be expanded through the launch of a Bostonia Staff Fellowship focused on personalized professional growth, peer mentorship, and wellness. Reflection on midyear turnover led to the identification of onboarding and role clarity as key leverage points for increasing staff satisfaction and retention.

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	Community Liaison	The Community Liaison at Bostonia Global plays a vital role in fostering strong connections between the school, families, and the broader community. This position is dedicated to enhancing communication, engagement, and collaboration among all stakeholders to support student success and well-being. The Community Liaison works to bridge cultural and linguistic gaps, ensuring that all families feel welcomed, informed, and involved in their children's education. Key responsibilities include organizing family and community events, providing resources and support to families, and facilitating communication between the school and community members. By building trust and fostering positive relationships, the Community Liaison helps create a supportive and inclusive school environment where every student can thrive.	$123,847.00	No
2.2	Co-Principal at K-6	The Co-Principal at Bostonia Global's K-6 program is a dynamic leader dedicated to fostering an inclusive, supportive, and high-achieving educational environment. This role involves shared leadership responsibilities to ensure the effective management of the school, focusing on promoting academic excellence, enhancing social-emotional learning, and cultivating a positive school culture. Key responsibilities include collaborating with the co-principal, staff, and families to develop and implement school-wide initiatives, overseeing curriculum and instruction, supporting teacher development, and ensuring student safety and well-being. The Co-Principal works to build strong relationships with students, staff, and the community, driving continuous improvement and innovation in teaching and learning practices. Through strategic leadership and a commitment to student success, the Co-Principal helps create a thriving educational environment where every child can reach their full potential.	$238,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Assistant Principal at 7-12	The Assistant Principal at Bostonia Global's 7-12 program is a dedicated leader committed to creating a dynamic and supportive educational environment for middle and high school students. This role focuses on enhancing academic achievement, promoting social-emotional well-being, and fostering a positive school culture. Key responsibilities include supporting the principal in managing school operations, overseeing curriculum and instruction, and implementing school-wide initiatives. The Assistant Principal works closely with teachers to provide professional development, ensure effective instructional practices, and address student needs. Additionally, this role involves building strong relationships with students, families, and the community to promote engagement and collaboration. By maintaining high standards for student behavior and academic performance, the Assistant Principal plays a crucial role in driving continuous improvement and innovation in teaching and learning. Through strategic leadership and a commitment to student success, the Assistant Principal helps create a nurturing and challenging environment where every student can thrive and prepare for their future endeavors.	$179,799.00	Yes
2.4	Facilities Maintenance for safe and well-kept environment	The Facilities Maintenance team at Bostonia Global is dedicated to ensuring a safe, clean, and well-kept environment that supports the health and well-being of students, staff, and visitors. This team plays a crucial role in maintaining the physical infrastructure of the school, ensuring that all facilities are functional, welcoming, and conducive to learning. Key responsibilities include routine maintenance and repair of school buildings, grounds, and equipment; ensuring compliance with safety regulations; and promptly addressing any facilities-related issues. The Facilities Maintenance team works collaboratively to perform regular inspections, manage preventive maintenance schedules, and respond to emergency repairs efficiently. By maintaining high standards of cleanliness and safety, the Facilities Maintenance team helps create an environment where students can focus	$326,632.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on learning and teachers can concentrate on teaching. Their commitment to excellence ensures that Bostonia Global remains a thriving educational setting, providing a safe and supportive atmosphere for all members of the school community.		
2.5	Campus Aides - Classified Supervision	The Campus Aides at Bostonia Global play an essential role in ensuring a safe, orderly, and supportive environment for all students. As part of the classified supervision team, Campus Aides are responsible for monitoring school grounds, assisting with student supervision, and promoting positive behavior throughout the school day. Key responsibilities include supervising students during recess, lunch, and other non-instructional periods; assisting with traffic control during student drop-off and pick-up times; and providing support during school events and activities. Campus Aides work closely with teachers and administrators to address any student behavior issues, ensuring a safe and respectful atmosphere. By fostering positive relationships with students and maintaining a vigilant presence on campus, the Campus Aides help prevent conflicts and ensure that all students feel secure. Their dedication to safety and supervision contributes significantly to creating an environment where students can thrive academically and socially. The Campus Aides' commitment to excellence ensures that Bostonia Global remains a welcoming and secure place for learning and growth.	$182,439.00	No
2.6	Campus Safety Team	The Campus Safety Team at Bostonia Global is dedicated to maintaining a secure and safe environment for students, staff, and visitors. This team plays a critical role in ensuring that the school operates smoothly and that everyone on campus feels protected and supported. Key responsibilities include monitoring school grounds, enforcing safety protocols, managing access to the campus, and responding promptly to emergencies or incidents. The Campus Safety Team works collaboratively	$85,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with administrators, teachers, and other staff to develop and implement comprehensive safety plans, conduct regular safety drills, and provide training on emergency procedures. By maintaining a visible and proactive presence on campus, the Campus Safety Team helps prevent potential safety issues and ensures swift and effective responses when needed. Their commitment to safety and vigilance contributes significantly to creating a nurturing and secure environment where students can focus on their education. The Campus Safety Team's dedication ensures that Bostonia Global remains a safe and welcoming place for learning and community engagement.		
2.7	Instructional Coaching	The Instructional Coaching team at Bostonia Global is dedicated to enhancing the quality of teaching and learning by providing personalized support and professional development to educators. This team plays a vital role in fostering a culture of continuous improvement and innovation in instructional practices. Key responsibilities include working one-on-one with teachers to develop effective instructional strategies, providing feedback through classroom observations, and facilitating professional learning communities. Instructional Coaches also assist in the implementation of curriculum, help analyze student data to inform instruction, and support teachers in integrating technology and differentiated instruction into their classrooms. By offering targeted coaching and mentoring, the Instructional Coaching team helps educators refine their skills, stay current with best practices, and address the diverse needs of their students. Their commitment to professional growth and excellence in teaching ensures that Bostonia Global provides a high-quality education for all students. The Instructional Coaching team's dedication contributes significantly to creating a collaborative and dynamic learning environment where both teachers and students can thrive	$335,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Learning Loss Intervention Teachers	The Learning Loss Intervention Teachers at Bostonia Global are dedicated to addressing and mitigating the impact of learning loss experienced by students. These teachers play a crucial role in ensuring that all students receive the support they need to catch up and succeed academically. Key responsibilities include identifying students who have experienced significant learning loss, developing targeted intervention plans, and providing individualized or small group instruction to help students bridge gaps in their learning. Learning Loss Intervention Teachers work closely with classroom teachers to align intervention strategies with the core curriculum and to monitor student progress. By utilizing data-driven approaches and evidence-based practices, the Learning Loss Intervention Teachers help accelerate student learning and ensure that all students have the opportunity to reach their full potential. Their commitment to addressing learning disparities ensures that Bostonia Global can provide a high-quality, equitable education for every student. The dedication and expertise of the Learning Loss Intervention Teachers are essential to creating a supportive and inclusive learning environment where all students can thrive.	$370,238.00	Yes
2.9	Counseling Services	The Counseling Services team at Bostonia Global is dedicated to supporting the academic, social-emotional, and personal development of all students. This team plays a vital role in fostering a safe and nurturing school environment where students can thrive both academically and personally. Key responsibilities include providing individual and group counseling, developing and implementing comprehensive school counseling programs, and offering crisis intervention and support. The Counseling Services team collaborates with teachers, administrators, and families to address the diverse needs of students, helping them navigate academic challenges, social issues, and personal concerns. By delivering targeted interventions and support, the Counseling Services team helps students develop essential life skills, build resilience, and	$709,110.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achieve their educational and personal goals. Their commitment to student well-being ensures that Bostonia Global remains a supportive and inclusive community where every student can succeed. The dedication and expertise of the Counseling Services team are essential to creating a positive and empowering school culture that promotes the overall health and success of all students.		
2.10	Guidance Tech Counseling Support	The Guidance Tech Counseling Support team at Bostonia Global is dedicated to enhancing the effectiveness of the school's counseling services by providing essential technical and administrative support. This team plays a crucial role in ensuring that counseling programs run smoothly and efficiently, allowing counselors to focus on directly supporting students. Key responsibilities include managing student records, scheduling appointments, coordinating counseling activities, and maintaining accurate data on student progress and outcomes. The Guidance Tech Counseling Support team also assists in organizing counseling events, workshops, and group sessions, as well as handling communications between counselors, students, parents, and staff. By providing reliable and efficient support, the Guidance Tech Counseling Support team helps streamline counseling operations and improve the overall delivery of services. Their commitment to organizational excellence ensures that Bostonia Global's counseling programs are accessible, effective, and responsive to the needs of all students. The dedication and expertise of the Guidance Tech Counseling Support team contribute significantly to creating a supportive and well-organized environment that promotes student well-being and academic success.	$252,265.00	Yes
2.11	District Provide Support Services - Psychological and Health	As an in-district, dependent charter under CVUSD, Bostonia Global receives district provided support services including psychological and health services. The District-Provided Support Services team at Bostonia Global, focusing on Psychological and Health services, is dedicated to	$397,211.00	No

Action #	Title	Description	Total Funds	Contributing
		promoting the mental, emotional, and physical well-being of all students. This team plays a vital role in ensuring that students have access to comprehensive support services that enhance their overall health and ability to succeed academically. Key responsibilities include providing psychological assessments, counseling, and mental health support, as well as delivering health services such as routine health screenings, immunizations, and managing chronic health conditions. The team works collaboratively with teachers, administrators, families, and external healthcare providers to create and implement individualized support plans for students. By offering targeted psychological and health services, the District-Provided Support Services team helps address the diverse needs of students, ensuring they receive the care and support necessary to thrive in a school environment. Their commitment to student health and well-being ensures that Bostonia Global remains a safe and nurturing community where every student can achieve their full potential. The dedication and expertise of the Psychological and Health Services team are essential to fostering a healthy and supportive school culture that prioritizes the holistic development of all students.		
2.12	Recruit and maintain high quality Staff	The Recruiting and Maintaining High-Quality Staff initiative at Bostonia Global is dedicated to attracting, developing, and retaining exceptional educators and support staff. This initiative plays a critical role in ensuring that the school provides a high-quality education and a supportive learning environment for all students. Key responsibilities include implementing effective recruitment strategies to attract talented and diverse candidates, providing comprehensive onboarding and professional development programs, and fostering a positive and inclusive workplace culture. The initiative also focuses on offering competitive compensation, career advancement opportunities, and ongoing support to retain high-quality staff members.	$37,282.00	No

Action #	Title	Description	Total Funds	Contributing
		By prioritizing the recruitment and retention of high-quality staff, Bostonia Global ensures that students benefit from the expertise, dedication, and stability of skilled educators and support personnel. This commitment to excellence in staffing is essential to maintaining a dynamic and effective educational environment where students can thrive. The dedication and strategic efforts of the recruitment and retention initiative contribute significantly to the overall success and sustainability of Bostonia Global's educational mission.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will excel in reading, writing, listening, speaking, and mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Bostonia Global remains steadfast in its commitment to ensuring that all students excel in reading, writing, listening, speaking, and mathematics, as outlined in Goal 1. Multiple data sources—spanning the 2024 California School Dashboard, CAASPP assessments, iReady diagnostic and growth results, local indicators of academic standards implementation, and input from students, staff, and families—inform our continuous improvement efforts. While progress is evident, academic indicators for both English Language Arts and Mathematics remain in the “Orange” performance level, signaling an ongoing need for targeted and differentiated instruction—particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

In ELA, CAASPP results from 2024 show that 43.2% of students met or exceeded standard, while the average student score remains 53.5 points below standard, a decline of 12.7 points from the previous year. Students with Disabilities scored 122.9 points below standard, with only 14.75% meeting or exceeding benchmarks. English Learners and socioeconomically disadvantaged students also underperformed, with only 8.37% and 33.24% meeting standards, respectively. According to iReady ELA diagnostics, only 38% of Students with Disabilities are on track to meet typical annual growth. English Learner progress also declined—only 34.3% progressed at least one ELPI level, and a mere 2.8% maintained ELPI Level 4. Among dually identified students, 29.28% reached ELPAC Level 4 or Alternate Level 3.

Mathematics outcomes also reflect significant needs. Students overall scored 91.4 points below standard on the 2024 Dashboard, a 10-point decline. While 44.67% of students met or exceeded CAASPP math standards, only 11.24% of Students with Disabilities, 8.93% of English Learners, and 21.81% of socioeconomically disadvantaged students achieved this mark. iReady diagnostics further reinforce these gaps, highlighting an urgent need for stronger growth supports and instructional alignment to standards.

To support success in these areas, Bostonia Global ensures 100% student access to a broad course of study across all grade levels. Instruction is grounded in state-adopted academic standards and delivered through project-based learning models with culminating exhibitions of learning. In 2024–25, 99.2% of high school students, 98% of middle school students, and 97% of upper elementary students completed their exhibitions, demonstrating mastery of grade-level content and communication skills. Through the integration of curriculum-aligned materials and appropriately assigned educators, students have consistent access to high-quality learning opportunities.

Technology access continues to be a strength, with every student provided a Chromebook, ensuring equitable access to digital curriculum, assessments, and interventions. The school maintains 100% of its facilities in “Good” or better condition per the Williams Inspection Tool, supporting safe and conducive learning environments. These supports are complemented by ongoing teacher professional development aligned to standards implementation and instructional equity.

Student voice also reflects increased engagement and relevance: 67% report that an adult knows their interests, 62% can explain their RIASEC themes, and 77% affirm that what they learn is important to their future. Bostonia’s chronic absenteeism has declined by 6.2%, and daily attendance remains strong across grade bands: 94% in TK–6, 93.53% in grades 7–8, and 91.36% in grades 9–12. Student safety and well-being indicators continue to trend upward, with 76% reporting that adults treat them with respect, although belonging remains an area for focused culture-building, with only 51% of students reporting a strong sense of school connection.

Together, these metrics affirm that Bostonia Global is making meaningful strides toward achieving academic excellence for all learners, while highlighting specific gaps that will guide the next phase of targeted supports, instructional refinement, and family partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials)	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on a review with CVUSD Personnel Department: (Williams audit is scheduled again in the 26/27 school year. All teachers that are teaching X-Factors have submitted the commitee on assignment form. We made adjustments in the 23/24 school year the the high school to ensure compliance with		Maintain Baseline: Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at	No Shift from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			single subject credentials.		school and at home.	
3.2	Local Indicators: Implementation of State Academic Standards (Priority 2)	Baseline information will be collected through an annual Professional Learning Survey during the 24/25 school year. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.73 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.15 Implementation of Academic Standards in Mathematics Mean Score: 3.60 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21 Implementation of Academic Standards in History/Social Science Mean Score: 3.01	Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.64 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.24 Implementation of Academic Standards in Mathematics Mean Score: 3.94 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.01 Implementation of Academic Standards in History/Social Science Mean Score: 2.92		Maintain at or above a 4.0 and or increase by 0.2. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.84 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.42 Implementation of Academic Standards in Mathematics Mean Score: 4.14 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21 Implementation of Academic	ELA: 3.73 to 3.64 — decrease of 0.09 ELD: 3.15 to 3.24 — increase of 0.09 Mathematics: 3.60 to 3.94 — increase of 0.34 Next Generation Science Standards: 3.21 to 3.01 — decrease of 0.20 History/Social Science: 3.01 to 2.92 — decrease of 0.09 Career Technical Education: 3.65 to 3.41 — decrease of 0.24 Health Education Content Standards: 2.54 to 2.58 — increase of 0.04 Physical Education Content Standards: 2.68 to 3.31 — increase of 0.63 Visual and Performing Arts:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Implementation of Academic Standards in Career Technical Education Mean Score: 3.65 Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.54 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 2.68 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.10 Implementation of Academic Standards in World Language Mean Score: 3.65	Implementation of Academic Standards in Career Technical Education Mean Score: 3.41 Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.58 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19 Implementation of Academic Standards in World Language Mean Score: 2.07		Standards in History/Social Science Mean Score: 3.12 Implementation of Academic Standards in Career Technical Education Mean Score: 3.61 Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.78 Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.51 Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.39 Implementation of Academic Standards in World	3.10 to 3.19 — increase of 0.09 World Language: 3.65 to 2.07 — decrease of 1.58

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Language Mean Score: 3.70	
3.3	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.		We will continue to maintain our baseline of 100% of students receiving ELD instruction. We will continue to maintain our baseline of 100% of students being enrolled in core classes. We will continue our baseline of 100% of EL students being enrolled in core classes. We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	No Shift from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	California Accountability Dashboard: CAASPP Assessments (ELA)	2023 California Dashboard: All Students (Orange): 40.8 points below standard Performance Level Low Declined 12.6 points Red: English Learners: 76.4 points below standard Declined 17.1 points Students with Disabilities 119.4 points below standard Declined 19.9 points Orange: Hispanic 44.7 points below standard Declined 6.5 points Socioeconomically Disadvantaged: 54.7 points below standard Declined 12.1 points White 30.5 points below standard Declined 47.8 points	2025 dashoboard will be released Nov 15 2025 2024 California Dashboard: All Students (Orange): 53.5 points below standard Performance Level Low Declined 12.7 points Red: English Learners: 38.8% Making Progress Maintained -0.8% Students with Disabilities 122.9 points below standard Declined 3.5 points Orange: Hispanic 60.3 points below standard Declined 15.6 points Socioeconomically Disadvantaged: 62.6 points below standard Declined 8 points White 38 points below standard		2026 California Dashboard: Increase performance by 9 points from 2023 baseline.	All Students: 2023: 40.8 points below standard 2024: 53.5 points below standard Difference: 12.7 point decline English Learners: 2023: 76.4 points below standard 2024: Progress indicator only (38.8% making progress), no updated ELA numeric point listed Difference: Not directly comparable due to metric shift Students with Disabilities: 2023: 119.4 points below standard 2024: 122.9 points below standard Difference: 3.5 point decline Hispanic Students: 2023: 44.7 points below standard 2024: 60.3 points below standard Difference: 15.6 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Declined 7.5 points			Socioeconomically Disadvantaged: 2023: 54.7 points below standard 2024: 62.6 points below standard Difference: 7.9 point decline White Students: 2023: 30.5 points below standard 2024: 38 points below standard Difference: 7.5 point decline
3.5						
3.6	iReady Diagnostic Results (ELA)	Based on Diagnostic #2 Data given in February 2024, 30% of students are projected to be on or above grade level by the end of the year. All Students: 7-12 Tier 1 (on or above grade level): 19% Tier 2 (one grade level below): 16 % Tier 3 (two of more grade levels below): 65 % Students with Disabilities:	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 %		Increase Tier 1 by 6% across all student groups.	All Students: Tier 1 Change: -15% Tier 2 Change: -2% Tier 3 Change: -45% Students with Disabilities: Tier 1 Change: -2% Tier 2 Change: +8% Tier 3 Change: -57% English Learners:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 (on or above grade level): 7% Tier 2 (one grade level below): 9% Tier 3 (two of more grade levels below): 84% English Learners: Tier 1 (on or above grade level):1% Tier 2 (one grade level below): 3% Tier 3 (two of more grade levels below): 96% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below):69 % African American: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below):29 % Tier 3 (two of more grade levels below): 48% Asian:	Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below):27 % African American: Tier 1 (on or above grade level): 23%			Tier 1 Change: +4% Tier 2 Change: +14% Tier 3 Change: -69% Socioeconomically Disadvantaged: Tier 1 Change: -11% Tier 2 Change: +2% Tier 3 Change: -42% African American: Tier 1 Change: -1% Tier 2 Change: +1% Tier 3 Change: -2% Asian: Tier 1 Change: -1% Tier 2 Change: -1% Tier 3 Change: -3% White: Tier 1 Change: -2% Tier 2 Change: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 (on or above grade level):14 % Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 43% White: Tier 1 (on or above grade level): 20% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below): 64% Hispanic: Tier 1 (on or above grade level):18% Tier 2 (one grade level below): 14% Tier 3 (two of more grade levels below):68 %	Tier 2 (one grade level below):30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level):13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level):17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below):64 %			Tier 3 Change: -2% Hispanic: Tier 1 Change: -1% Tier 2 Change: +2% Tier 3 Change: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), % of all students were “on track” to make “one year’s growth. 45% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 45% of English learners are expected to reach "one year's growth" by diagnostic #3. 46% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 66% of African American students are expected to reach "one year's growth" by diagnostic #3. % of American Indian students are expected to reach "one year's growth" by diagnostic #3.	Based on Diagnostic # 3 All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20% Demographics for students who reached one year's growth English learners 46% Socioeconomically 68% Disadvantaged students 68% African American students 54% American Indian students Asian students 82% White students 64% Hispanic students 67% Foster students 69% Homeless students 69%		Increase Tier 1 by 6% across all student groups.	Students with Disabilities Expected: 45% Actual: 69% Difference: +24% — Students with disabilities significantly exceeded expectations. English Learners Expected: 45% Actual: 46% Difference: +1% — Met expectations. Socioeconomically Disadvantaged Students Expected: 46% Actual: 68% Difference: +22% — Substantially exceeded expectations. African American Students Expected: 66% Actual: 54% Difference: –12% — Fell short of expected growth. Asian Students Expected: 50% Actual: 82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% of Asian students are expected to reach "one year's growth" by diagnostic #3. 23% of White students are expected to reach "one year's growth" by diagnostic #3. 42% of Hispanic students are expected to reach "one year's growth" by diagnostic #3. % of Foster students are expected to reach "one year's growth" by diagnostic #3. % of Homeless students are expected to reach "one year's growth" by diagnostic #3. Based on the iReady reading diagnostic given in February 2024,45 % of students with disabilities are on track to typical growth for the 23/24 school year.	Students with disabilities: 69% of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % 45% of English learners are expected to reach "one year's growth" by diagnostic #3. 46% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.66% of African American students are			Difference: +32% — Strongly exceeded expectations. White Students Expected: 23% Actual: 64% Difference: +41% — Most improved group relative to expectations. Hispanic Students Expected: 42% Actual: 67% Difference: +25% — Significantly exceeded expectations. Foster Students Expected: Not provided Actual: 69% Difference: Baseline unknown — but strong performance observed. Homeless Students Expected: Not provided Actual: 69% Difference: Baseline unknown — but strong performance observed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Based on the iReady reading diagnostic given June 2023,59 % of students with disabilities met typical growth for the 22/23 school year.	expected to reach "one year's growth" by diagnostic #3. % of American Indian students are expected to reach "one year's growth" by diagnostic #3. 50% of Asian students are expected to reach "one year's growth" by diagnostic #3. 23% of White students are expected to reach "one year's growth" by diagnostic #3. 42% of Hispanic students are expected to reach "one year's growth" by diagnostic #3. % of Foster students			American Indian Students Expected: Not provided Actual: Not provided Difference: Data unavailable for comparison.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are expected to reach "one year's growth" by diagnostic #3. % of Homeless students are expected to reach "one year's growth" by diagnostic #3. students with disabilities: Based on the iReady reading diagnostic given June 2023,59 % of students with disabilities met typical growth for the 22/23 school year.			
3.8	California Accountability Dashboard: CAASPP Assessments (Math)	Based on the 2023 Dashboard: All Students (Orange) 81.4 points below standard Maintained 14.3 points Red: English Learners:	Based on the 2024 Dashboard: All Students (Orange) 91.4 points below standard Declined 10 points Red: English Learners: 128.3 points below standard		Based on the 2026 Dashboard: Increase performance by 9 points from 2023 baseline.	All Students: 2023: 81.4 points below standard 2024: 91.4 points below standard Difference: -10 points (decline) English Learners: 2023: 112.2 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		112.2 points below standard Declined 19 points Students with Disabilities 149.9 points below standard Declined 30.4 points Orange: Hispanic: 86.2 points below standard Declined 9.1 points Socioeconomically Disadvantaged: 89.5 points below standard Declined 10.7 point White 70.4 points below standard Increased 55.8 points	Declined 16.1 points Students with Disabilities 151.9 points below standard Maintained -2 points Orange: Hispanic: 94 points below standard Declined 8.8 points Socioeconomically Disadvantaged: 99.7 points below standard Declined 10.2 point White 88.4 points below standard Declined 14 points			2024: 128.3 points below standard Difference: -16.1 points (decline) Students with Disabilities: 2023: 149.9 points below standard 2024: 151.9 points below standard Difference: -2 points (decline/maintained) Hispanic Students: 2023: 86.2 points below standard 2024: 94 points below standard Difference: -7.8 points (decline) Socioeconomically Disadvantaged: 2023: 89.5 points below standard 2024: 99.7 points below standard Difference: -10.2 points (decline) White Students: 2023: 70.4 points below standard 2024: 88.4 points below standard Difference: -18 points (decline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9						
3.10	iReady Diagnostic Results (Math)	Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the year. All Students: K-8 Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36% Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53% English Learners: Tier 1 (on or above grade level): 6% Tier 2 (one grade level below): 38% Tier 3 (two of more grade levels below): 57%	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5%		Increase Tier 1 by 6% across all student groups.	All Students: Tier 1 change: -18% Tier 2 change: -28% Tier 3 change: -16% Students with Disabilities: Tier 1 change: -3% Tier 2 change: -16% Tier 3 change: -26% English Learners: Tier 1 change: -1% Tier 2 change: -21% Tier 3 change: -30% Socioeconomically Disadvantaged: Tier 1 change: -10% Tier 2 change: -25% Tier 3 change: -16% African American:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 43% African American: Tier 1 (on or above grade level): 14% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 45% American Indian: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 45% Tier 3 (two of more grade levels below): 31% Asian: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 42%	Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below):27 % African American: Tier 1 (on or above grade level): 23% Tier 2 (one grade level below):30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level):13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below):			Tier 1 change: +9% Tier 2 change: -12% Tier 3 change: +1% Asian: Tier 1 change: -3% Tier 2 change: 0% Tier 3 change: -2% White: Tier 1 change: -8% Tier 2 change: -1% Tier 3 change: +30% Hispanic: Tier 1 change: 0% Tier 2 change: -27% Tier 3 change: +24% American Indian: Tier 1 change: N/A Tier 2 change: N/A Tier 3 change: N/A Foster Youth: Tier 1 change: N/A Tier 2 change: N/A Tier 3 change: N/A Homeless: Tier 1 change: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: Tier 1 (on or above grade level): 26% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 32% Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 40% Foster Youth: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 43% Homeless: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 39% Tier 3 (two of more grade levels below): 48%	40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level):17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below):64 %			Tier 2 change: N/A Tier 3 change: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 56% of all students were “on track” to make “one year’s growth. 46% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 44% of English learners are expected to reach "one year's growth" by diagnostic #3. 51% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 57% of African American students are expected to reach "one year's growth" by diagnostic #3. % of American Indian students are expected to reach "one year's growth" by diagnostic #3.	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5% Tier 2 (one grade level below): 17% Tier 3 (two of more		By 26-27, there will be a 6% increase in the percent of all students “on track” to make “one year’s growth” in math	All Students Expected: 56% Actual (Tier 1): 4% Difference: -52% Students with Disabilities Expected: 46% Actual (Tier 1): 5% Difference: -41% English Learners Expected: 44% Actual (Tier 1): 5% Difference: -39% Socioeconomically Disadvantaged Expected: 51% Actual (Tier 1): 5% Difference: -46% African American Expected: 57% Actual (Tier 1): 23% Difference: -34% American Indian Expected: Not provided Actual: Not available Difference: N/A Asian Expected: 50% Actual (Tier 1): 13% Difference: -37% White Expected: 67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% of Asian students are expected to reach "one year's growth" by diagnostic #3. 67% of White students are expected to reach "one year's growth" by diagnostic #3. 47% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.	grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below):27 % African American: Tier 1 (on or above grade level): 23% Tier 2 (one grade level below):30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level):13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 40% White: Tier 1 (on or above grade level): 18%			Actual (Tier 1): 18% Difference: -49% Hispanic Expected: 47% Actual (Tier 1): 17% Difference: -30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level):17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below):64 %			
3.12	California Accountability Dashboard: English Learner Progress Indicator	Based on the 2023 California Dashboard, 35.7% of English Learners progressed as least one ELPI Level. It declined 16.1% from the previous year. 3.9% of English Learners maintained an ELPI level of 4.	Based on the 2024 California Dashboard, 35.7% of English Learners progressed as least one ELPI Level. It declined 16.1% from the previous year. 3.9% of English Learners maintained an ELPI level of 4.		Based on the 2026 California Dashboard, 54.8% of English Learners progressed as least one ELPI Level. 53.5% of students increased in performance.	No Shift from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	DataQuest: English Learner Data (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Leaners that are LTELs	Based on 2022/2023 Data Quest, there were 521 English Learners in Bostonia Global, making up 47% of the student population. 41.4% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	Based on 2024/2025 Data Quest, there were 521 English Learners in Bostonia Global, making up 49% of the student population. 43.2% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).		Decrease LTEL percent by 2%. Increase % Reclassified Fluent English Proficient (RFEP) within the Ever-ELs population by 6%. 27.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	Total English Learners: No change in number — both years report 521 English Learners. Percentage of Student Population: Increased from 47% to 49% ? a 2% increase in English Learners as a share of total enrollment. Reclassification Rate (RFEP): Increased from 41.4% to 43.2% ? a 1.8% increase in the percentage of Ever-EL students reclassified as Fluent English Proficient.
3.14	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (Priority 2)	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing		Maintain Baseline: 100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.		guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	
3.15	Student Chromebook Distribution	100% of K-12 students receive a Chromebook to use at school and at home.	100% of K-12 students receive a Chromebook to use at school and at home.		Maintain Baseline: 100% of K-12 students receive a Chromebook to use at school and at home.	No Change from Baseline

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Bostonia Global advanced implementation of Goal 3: ensuring students have access to standards-aligned curriculum and high-quality instruction through a coherent system of supports. The focus of this goal was on enhancing instructional quality, providing equitable access to learning tools, and strengthening systems that monitor and support academic progress for all students.

Bostonia maintained a strong commitment to instructional innovation, continuing to integrate project-based learning (PBL), interdisciplinary teaching, and personalized learning supports across TK–12 classrooms. The Project-Based Learning Coordinator (Action 3.7) and the Program Facilitator for TK–6 (Action 3.6) were key drivers of this work, offering coaching and planning support that helped educators align instruction with grade-level standards and the school's graduate profile.

Supplemental instructional supplies (Action 3.1) and software subscriptions (Action 3.4) supported equitable access to curriculum materials. Subscriptions such as iReady and MobyMax were used for targeted support and progress monitoring, particularly for multilingual learners and students with identified learning gaps. Based on staff feedback, these tools were well utilized, though ongoing training and support were requested to maximize impact.

Instructional improvement was also supported by consultant partnerships (Action 3.2), which included experts in project design, ELD, and UDL. These partnerships provided teachers with focused, high-impact professional learning aligned to the school's instructional priorities. While effective, some consultants were not available for sustained support cycles, which impacted continuity.

Bostonia Global also implemented targeted supports for multilingual learners through the English Language Development Assistant (Action 3.3). This position was instrumental in providing push-in and pull-out language support, contributing to increased reclassification rates. The Student Data Tech (Action 3.5) further supported instructional alignment by ensuring timely access to academic progress data and facilitating staff use of platforms such as PowerSchool and Illuminate.

Overall, the planned actions for Goal 3 were carried out with fidelity, with no major deviations from the original plan. Challenges included timing and scheduling of external consultant support and the need for deeper differentiation in professional learning. Successes included strong implementation of project-based learning, improved instructional coherence across grade levels, and enhanced access to digital tools and supports. These outcomes reflect Bostonia Global's continued investment in innovative, high-quality teaching and learning for all students.

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.

Goal 3, Action 3.1: Supplemental Instructional Supplies
Explanation of Expenditure Differences:
This action was fully implemented with expenditures aligning closely to the adopted budget. Supply purchases were managed efficiently through early ordering cycles, and no material variances were observed. Future budgets will maintain the current allocation level as it met instructional needs effectively.

Goal 3, Action 3.2: Consultant Contracts
Explanation of Expenditure Differences:
Budgeted at $30,000, actual expenditures totaled $18,700. The lower cost was due to fewer on-site days than anticipated and virtual delivery of some sessions at reduced rates. Additionally, the district covered a portion of consultant costs through other funding sources. Going forward, Bostonia will aim to schedule earlier and confirm contract hours in alignment with the instructional calendar.

Goal 3, Action 3.3: English Language Development Assistant
Explanation of Expenditure Differences:

The position was implemented as planned with expenditures closely matching the projected budget of $47,000. Any minor discrepancies were due to adjustments in benefit costs but were not material. Continued investment is planned with no major changes anticipated.

Goal 3, Action 3.4: Computer Software and Subscriptions
Explanation of Expenditure Differences:
Budgeted at $78,000, the final expense was $64,300. The variance is attributed to negotiated multi-site licensing discounts and the district's coverage of several software renewals. Bostonia will reassess software needs annually to optimize cost-efficiency while ensuring continuity of access for students and teachers.

Goal 3, Action 3.5: Student Data Technician
Explanation of Expenditure Differences:
Expenditures came in slightly over budget due to adjustments in classification and fringe benefits. The final cost was $62,500 compared to a projected $60,000. This modest overage reflects the essential nature of the role and will be absorbed within the overall goal allocation for 2025–26.

Goal 3, Action 3.6: Program Facilitator TK–6
Explanation of Expenditure Differences:
This action was implemented as planned, and the budgeted $115,000 closely matched the actual expenditure. The facilitator's role remained consistent in providing coaching and instructional alignment support for the TK–6 team. No material differences occurred.

Goal 3, Action 3.7: Project-Based Learning Coordinator K–12
Explanation of Expenditure Differences:
Originally budgeted at $135,000, actual expenditures totaled $139,982. The overage reflects additional days worked outside of the traditional calendar to support summer curriculum planning and exhibition coordination. This slight variance was approved in response to increased program needs and will inform next year's adjusted staffing calendar.

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

Goal 3, Action 3.1: Supplemental Instructional Supplies
Supplemental instructional supplies were effective in enhancing student access to curriculum-aligned materials across subject areas. Teachers reported timely access to updated resources that supported differentiated instruction, particularly in literacy and math. These materials were critical in addressing unfinished learning and supporting students with IEPs and multilingual learners. The centralized tracking system ensured equitable distribution and aligned purchases with classroom needs.

Goal 3, Action 3.2: Consultant Contracts
Consultant services contributed meaningfully to staff development, particularly in areas such as standards-based grading, ELD strategies, and data-informed instruction. Although fewer sessions were conducted than planned, the consultants who did engage with staff delivered high-impact sessions aligned to site priorities. Staff feedback indicated strong satisfaction with consultant expertise but suggested a need for greater consistency and follow-up support to fully embed new practices.

Goal 3, Action 3.3: English Language Development Assistant
The ELD assistant provided targeted support for multilingual learners, particularly in small group and push-in models. Teachers reported that the assistant's presence increased student confidence and language production in academic settings. Internal progress monitoring showed improvement in oral language fluency and reading comprehension for students receiving regular support. However, service delivery was limited in upper grades due to scheduling conflicts, highlighting a need for more flexible deployment.

Goal 3, Action 3.4: Computer Software and Subscriptions
Instructional software and digital subscriptions were highly effective in supporting personalized learning pathways, particularly in ELA, math, and foundational literacy. Usage reports indicated high student engagement with platforms such as iReady, Lexia, and Newsela. Teachers used data dashboards to adjust instruction and provide targeted interventions. Ongoing coaching and training ensured staff maximized these tools, though periodic re-training will be needed to onboard new staff and reinforce fidelity of use.

Goal 3, Action 3.5: Student Data Technician
The Student Data Tech position significantly improved the school's ability to manage and act on student learning data. Dashboards, attendance analytics, and progress monitoring systems were maintained consistently and allowed leadership and teachers to respond quickly to student needs. Staff praised the improved clarity of data reporting, though some noted a need for deeper training in how to interpret and apply trends at the classroom level.

Goal 3, Action 3.6: Program Facilitator TK–6
The Program Facilitator provided valuable curriculum alignment and instructional coaching for elementary staff. Grade-level teams leveraged her support during planning meetings, and walkthrough data indicated growth in lesson coherence and engagement strategies. The facilitator was also instrumental in organizing intervention groups and progress monitoring. Effectiveness was strong overall, though staff indicated interest in more modeling of lessons and co-teaching, which will be prioritized next year.

Goal 3, Action 3.7: Project-Based Learning Coordinator K–12
This role proved highly effective in advancing Bostonia's project-based learning (PBL) vision across grade spans. The coordinator supported interdisciplinary planning, managed exhibition timelines, and coached staff in designing authentic learning experiences. Student exhibitions of learning reflected strong alignment to real-world applications and voice/choice. Feedback from staff indicated appreciation for the support, though requests for more site-based coaching time and clearer exhibition rubrics surfaced as growth areas moving forward.

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.

Goal 3, Action 3.1: Supplemental Instructional Supplies
Reflections revealed the importance of aligning supplemental instructional supplies with student group needs and targeted interventions. For 2025–26, Bostonia will implement a new review cycle to ensure materials are culturally relevant and directly support ELD, SPED, and foundational literacy initiatives. Staff will also be more involved in identifying priority resources tied to student performance data.

Goal 3, Action 3.2: Consultant Contracts
Staff feedback emphasized a need for greater continuity in consultant engagement. In response, Bostonia will streamline the number of external consultants and shift toward building longer-term partnerships that include follow-up coaching and embedded learning. Contracts will also focus on differentiated support based on role and school level (TK–6 vs. 7–12).

Goal 3, Action 3.3: English Language Development Assistant
Scheduling conflicts limited the reach of the ELD assistant, particularly in upper grades. To improve effectiveness, the role will be restructured in 2025–26 with a more flexible schedule and targeted push-in/pull-out blocks prioritized for newcomer students and long-term English learners. Additional training will also be provided to better support integrated ELD across content areas.

Goal 3, Action 3.4: Computer Software and Subscriptions
Usage data highlighted strong engagement but also revealed inconsistent fidelity in implementation across classrooms. In 2025–26, Bostonia will adopt a usage and progress monitoring plan for key software platforms. The school will also increase staff training on how to use data from these tools to inform instruction and differentiation, particularly in literacy and numeracy.

Goal 3, Action 3.5: Student Data Technician
While the role was effective in providing timely and accurate data, feedback from teachers indicated a need for more direct training on interpreting dashboards and applying data to instructional decisions. As a result, the Data Tech will collaborate with instructional coaches to deliver quarterly data-use workshops tailored to PLCs and grade-level teams.

Goal 3, Action 3.6: Program Facilitator TK–6
The Program Facilitator will expand co-teaching and lesson modeling support in response to teacher requests. Additionally, 2025–26 will include a focus on strengthening foundational literacy instruction through coaching cycles, particularly in early grades, and increasing capacity for small-group intervention planning.

Goal 3, Action 3.7: Project-Based Learning Coordinator K–12
Staff reflection indicated a desire for more structured tools to support high-quality PBL design. In 2025–26, the coordinator will lead the rollout of a sitewide PBL planning template and exhibition quality rubric. Cross-site learning walks and teacher showcases will also be introduced to increase internal alignment and celebrate exemplar practice.

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	Supplemental Instructional Supplies	Supplemental Instructional Supplies at Bostonia Global are essential resources aimed at enhancing the learning experiences of all students. These supplies include a wide range of materials and tools designed to support diverse instructional strategies and meet the unique needs of our student population. Key resources include advanced textbooks, digital tools, manipulatives for hands-on learning, science lab equipment, art supplies, and educational software. By providing these supplemental supplies, Bostonia Global ensures that teachers have the necessary resources to deliver engaging, effective, and differentiated instruction. These supplies are integral to supporting the curriculum, facilitating interactive and experiential learning, and helping to bridge any gaps in educational resources. The commitment to providing high-quality supplemental instructional supplies underscores Bostonia Global's dedication to fostering an enriching and supportive educational environment where every student can achieve their full potential.	$111,969.00	Yes
3.2	Consultant Contracts	The Consultant Contracts at Bostonia Global are established to bring in specialized expertise and innovative solutions that enhance the educational experiences and outcomes for our students.	$29,680.00	Yes
3.3	English Language Development Assistant	The English Language Development (ELD) Assistant at Bostonia Global plays a crucial role in supporting the language acquisition and academic success of English Learner (EL) students. This position is dedicated to providing targeted instructional support, fostering an inclusive learning environment, and ensuring that EL students develop the necessary English language skills to thrive academically and socially.	$104,234.00	Yes
3.4	Computer software and subscriptions	Computer Software and Subscriptions at Bostonia Global are integral to enhancing the educational experience by providing cutting-edge tools and resources that support teaching, learning, and school operations. These	$177,644.00	Yes

Action #	Title	Description	Total Funds	Contributing
		digital resources are selected to align with the school’s educational goals and to meet the diverse needs of students and staff.		
3.5	Student Data Tech	Student Data Techs at Bostonia Global is dedicated to managing and analyzing student data to support educational decision-making and enhance student outcomes. This position plays a critical role in ensuring that data is accurate, accessible, and effectively used to inform instruction, monitor progress, and drive school improvement efforts.	$72,154.00	No
3.6	Program Facilitator TK-6	The Program Facilitator for TK-6 at Bostonia Global is dedicated to supporting the development and implementation of high-quality educational programs for students in transitional kindergarten through sixth grade. This role is crucial in ensuring that the curriculum is engaging, effective, and aligned with the school's educational goals and standards.	$177,450.00	No
3.7	Project Based Learning Coordinator K-12	The Project-Based Learning (PBL) Coordinator K-12 at Bostonia Global is dedicated to designing, implementing, and supporting project-based learning initiatives across all grade levels. This role is vital in promoting an engaging, student-centered approach to education that emphasizes real-world problem solving, critical thinking, and collaboration.	$163,757.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students with disabilities will demonstrate expected yearly growth in literacy skills.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Bostonia Global recognizes students with disabilities as a consistently low-performing student group in need of increased academic support and intervention. As reflected in Dashboard data and stakeholder input, this group demonstrates significant performance gaps in literacy, as well as elevated rates of suspension and chronic absenteeism. In alignment with our LCAP's commitment to continuous improvement and educational equity, Goal 4 includes targeted actions and services designed to accelerate literacy achievement for students with disabilities. These include expanded implementation of structured literacy instruction, increased access to differentiated supports and co-teaching models, and professional development focused on evidence-based instructional practices. These services are intended to close opportunity gaps and ensure all students make measurable academic growth in alignment with state standards and local expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard: ELA - SWD	Based on the 2023 California Dashboard, students with disabilities are in the red category in the ELA academic indicator: 119.4 points below standard 19.9 point increase	Based on the 2024 California Dashboard, students with disabilities are in the red category in the ELA academic indicator. 122.9 points below the standard. Declined 3.5 points		Based on the 2026 California Dashboard, students with disabilities are will increase at least 10 points in the ELA academic indicator.	Students with disabilities declined by 3.5 points in 2024 compared to 2023, moving from 119.4 points below standard to 122.9 points below standard on the ELA academic indicator. This represents a net

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						decline of 3.5 points in performance.
4.2	CAASPP - ELA - SWD	According to 2023 CAASPP, 10.22% of students with disabilities met or exceeded standard in ELA.	According to the 2024 CAASPP, 11.01% of students with disabilities met or exceeded standard in ELA.		Based on 2026 CAASPP, 20.75% of students with disabilities will meet or exceed standard in ELA.	There was a 0.79 percentage point increase in the percentage of students with disabilities who met or exceeded the standard in ELA, rising from 10.22% in 2023 to 11.01% in 2024 according to CAASPP results.
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 4.11% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	According to the 2024 ELPAC scores, 29.28%% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.		Based on 2026 ELPAC, 10% of students who are dually identified (English Learner and Student with Disability) will be a level 4 on ELPAC or Level 3 on Alternate ELPAC.	The percentage of dually identified students (English Learner and Student with a Disability) achieving Level 4 on the ELPAC or Level 3 on the Alternate ELPAC increased significantly from 4.11% in 2023 to 29.28% in 2024, representing a 25.17 percentage point gain.
4.4	iReady - ELA - SWD Diagnostic #2 (On Track Typical Growth)	Based on the iReady reading diagnostic given in February 2024, 45% of students with	Based on the iReady reading diagnostic given December 2024,		Based on the iReady reading diagnostic given in February 2027,	There was a 7% decrease in percent of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disabilities are on track to typical growth for the 23/24 school year.	38% of students with disabilities are on track to typical growth for the 24/25 school year.		62% of students with disabilities will be on track to typical growth for the 23/24 school year.	demonstrating growth.
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 43% of students with disabilities met typical growth for the 22/23 school year.	Based on the iReady reading diagnositc given in June 2025, 35% of students with disabilities met typical growth for the 24/25 school year		Based on the iReady reading diagnostic given June 2026, 54% of students with disabilities will meet typical growth for the 25/26 school year.	There was a 8% decrease in percent of students demonstrating growth.
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024: 15% of students with disabilities are Tier 1 (at or above grade level) 31% of students with disabilities are Tier 2 (one grade level below) 54% of students with disabilities are Tier 3 (2 or more grade levels below)	Based on the iReady reading diagnositc given in June 2025: 14% of students with disabilities are Tier 1 (at or above grade level). 26% of students with disabilities are Tier 2 (one grade level below). 60% of students with disabilities are Tier 3 (2 or more grade levels below)		Based on the iReady reading diagnostic given in February 2027: 18% of students with disabilities will be at Tier 1 (at or above grade level)	Tier 1 (At or Above Grade Level) Baseline (Feb 2024): 15% Current (June 2025): 14% Difference: –1 percentage point (a slight decline) Tier 2 (One Grade Level Below) Baseline (Feb 2024): 31% Current (June 2025): 26% Difference: –5 percentage points (decrease in Tier 2) Tier 3 (Two or More Grade Levels Below)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Baseline (Feb 2024): 54% Current (June 2025): 60% Difference: +6 percentage points (increase in students performing far below grade level)
4.7	Professional Learning Impact Survey XX% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	This is a new metric, and will be implemented in the 24-25 school year.	91.3% agree that their site leader supports their professional growth. 91.3% agree that they receive feedback that helps improve their practice. 87.0% agree that they have access to high-quality instructional materials aligned to standards. 87.0% agree that professional learning is grounded in site and district goals. 87.0% agree that they have opportunities for		50% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	New Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			collaboration with colleagues. 84.8% agree that they have access to high-quality coaching support. 84.8% agree that they have opportunities to apply what they've learned in professional learning sessions. 82.6% agree that professional learning is differentiated to their needs. 82.6% agree that professional learning includes modeling and practice. 80.4% agree that they have access to high-quality professional learning related to the implementation of standards. 78.3% agree that professional learning is ongoing and includes follow-up. 76.1% agree that there is a clear			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			vision for teaching and learning at their site. 71.7% agree that professional learning is relevant to their role. 71.7% agree that professional learning leads to changes in their instructional practice. 69.6% agree that the school/district has a system for measuring the impact of professional learning. 63.0% agree that professional learning leads to improved outcomes for students.			
4.8	IEP Implementation (% of students receiving 90% of more of their services)	91.45% of students received 90% of more of their services delivered.	East County SELPA supported with picking at random 2 students per case manager from March 1st to April 31st. Of 24 students, 20 received 90% or more of their		95% of students received 90% of more of their services delivered.	The percentage of students receiving 90% or more of their IEP services decreased from 91.45% (2023) to 83% (2024), reflecting a 8.45 percentage point decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services equating to 83%			
4.9	Staff Professional Learning Completion	% of Ed Specialists have received at least one training in structure literacy intervention.	100% in OG, 90% in Bartons, 100% in SIPS		XX% of Ed Specialists have received at least one training in structure literacy intervention.	New Baseline
4.10	Parent Involvement Field on IEPs (% of IEPs with Parent Involvement Field Complete as Yes)	97.3% of IEPs have the parent involvement field completed as yes.	On 5/06/24 according to SEIS 234/244 IEPs had parent involvement. This equals 96% parent involvement. Area of growth, plan to fix it and increase it again		99% of IEPs have the parent involvement field completed as yes.	Parent involvement in IEPs decreased slightly from 97.3% in 2023 to 96% in 2024, a 1.3 percentage point decline.
4.11	Site Progress Report Plans	This is a new metric, and will be implemented in the 24-25 school year.	Survey filled out with sped team; how much our sites presented progress. We have continued to report our LCAP goals at our LCAP meetings. Put in a number; our LCAP meetings are growing. We had 18 people and now we have 28 parents. The community is engaged as we are		Bostonia Global will have a site specific progress report communication plan.	New baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			sharing out this LCAP data.			

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, Bostonia Global prioritized Goal 4: ensuring that students with disabilities demonstrate yearly growth in literacy skills. This goal reflected an urgent need to address persistent academic gaps identified through California Dashboard data, internal diagnostics, and stakeholder feedback. Bostonia implemented a multifaceted strategy that included structured literacy instruction, expanded co-teaching, professional development for special education teachers, and enhanced collaboration between general and special education teams.

Despite clear planning, several challenges impacted implementation fidelity. For instance, while iReady data showed an increase in students accessing Tier 2 instruction, there was a net decline in the percentage of students at Tier 1 and an increase in those at Tier 3. This highlights the need for more targeted and intensive Tier 3 supports, particularly for students with moderate to severe needs. Additionally, teacher turnover and high caseloads contributed to inconsistencies in delivering IEP-mandated services, with IEP implementation dropping from 91.45% to 83%.

On the positive side, Bostonia saw a dramatic increase in ELPAC performance among dually identified students—jumping from 4.11% to 29.28% at Level 4 or Level 3 Alternate ELPAC. This suggests that cross-departmental collaboration between EL and SPED staff, as well as improved training on language and literacy integration, had a strong impact. Further, professional learning survey data revealed that over 90% of teachers felt supported in their growth and had access to high-quality instructional materials, coaching, and collaboration time.

Bostonia also launched its baseline collection for staff use of assessment data to write SMART IEP goals linked to structured literacy. While this metric was new, its introduction has already begun shifting practice toward data-informed decision-making.

Action 4.1: Services Provided by CVUSD
Bostonia Global benefited from district-level supports delivered through Cajon Valley Union School District. These included access to specialized instructional coaches, mental health professionals, structured literacy training, and compliance assistance. The scale of these supports allowed Bostonia to maintain a baseline of service delivery even amid staffing transitions. However, reflections from site leadership indicated a need for more site-customized coaching and aligned professional learning that integrates Bostonia’s competency-based model and project-based learning approach.

As a result, in the 2025–26 school year, Bostonia Global will work closely with CVUSD to increase precision in how district supports are tailored to site needs. This will include co-developing PD modules, refining service delivery protocols, and using student data to guide district-site coordination in support of students with disabilities.

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.

Bostonia Global originally budgeted $219,163 for services provided by CVUSD to support students with disabilities during the 2024–25 school year. Actual expenditures totaled $316,345, resulting in a variance of $97,182. This increase was primarily driven by a substantial rise in the number and complexity of students requiring specialized services under active IEPs. As enrollment of students with moderate to severe needs increased, Bostonia Global partnered more extensively with CVUSD to ensure compliance with IEP mandates and access to appropriate supports.

Additional expenditures covered expanded services such as psychological assessments, speech-language therapy, behavior intervention plans, and mental health counseling—many of which required intensive, individualized delivery models. These supports were critical in maintaining legal compliance and addressing equity gaps in academic and social-emotional outcomes.

The expanded use of district-provided services ensured that Bostonia could meet student needs despite the increasing demands on its small special education team. Future budgeting will involve earlier collaboration with CVUSD to anticipate student service loads and integrate scalable systems for IEP monitoring, data review, and family engagement.

Planned vs. Actual Percentage of Improved Services:
The planned percentage of improved services was based on maintaining baseline compliance and access to core supports. Actual services exceeded those targets due to increased volume and intensity of need, especially among students requiring multi-disciplinary support. This investment helped ensure that students remained connected to inclusive learning environments with access to interventions, though outcome data indicates that further focus on instructional quality and Tier 1 academic integration is needed.

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

CVUSD’s support services were instrumental in helping Bostonia Global meet the evolving needs of its growing population of students with IEPs. As the number of students with specialized academic and behavioral support needs increased, CVUSD ensured timely delivery of required services such as psychological counseling, speech-language interventions, and health-related supports.

These district-provided services were a stabilizing force, allowing Bostonia to maintain compliance and continuity of care for students across grade levels. Staff appreciated the responsiveness and expertise of CVUSD’s specialists, who collaborated closely with school teams to support IEP development and service implementation. The partnership was particularly valuable in helping Bostonia navigate more complex student profiles, while continuing to uphold a general education-inclusive environment.

While overall service delivery was strong, opportunities remain to enhance efficiency and communication between district providers and site teams to further streamline scheduling and follow-up. Additionally, although services were implemented as planned, academic outcomes for students with disabilities—particularly in reading—remained an area for continued attention. iReady data from June 2025 showed an increase in the percentage of students with disabilities performing two or more grade levels below, highlighting the importance of integrating IEP services with core instruction.

Going forward, Bostonia will continue to collaborate with CVUSD to build proactive systems for service coordination and ensure all supports are aligned with the school's academic and instructional model. Strengthening Tier 1 instruction and inclusive practices will be key to improving long-term student outcomes.

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.

Reflections from the 2024–25 school year highlighted the critical role CVUSD plays in supporting the delivery of specialized services, particularly as the number of Bostonia Global students with IEPs continues to grow. To enhance collaboration and streamline service delivery, Bostonia will work closely with CVUSD in 2025–26 to refine internal coordination systems and expand joint planning efforts.

Planned changes include more frequent check-ins between site-based teams and district specialists, improved communication protocols for scheduling and service documentation, and greater alignment of related services with classroom learning goals. In response to ongoing needs, Bostonia will also explore expanded access to inclusive supports such as behavioral intervention consultation and differentiated learning tools that promote Tier 1 accessibility for all students.

Additionally, Bostonia will begin to incorporate new metrics to measure not only the delivery of services but also their integration and impact on student academic progress. These changes are intended to ensure that services provided through CVUSD are not only compliant but also fully aligned with Bostonia's personalized, student-centered approach to education.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Services provided by CVUSD	The Cajon Valley Union School District (CVUSD) is dedicated to ensuring that all students, including those with special needs, receive a high-quality education tailored to their unique requirements. To support Bostonia Global in meeting the diverse needs of its students with disabilities,	$2,399,211.00	No

Action #	Title	Description	Total Funds	Contributing
		CVUSD provides a comprehensive range of special education services designed to promote academic success and overall well-being.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,356,008	$478,908

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
32.501%	0.000%	$0.00	32.501%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** World of Work Coordinator **Need:** Bostonia Global has identified specific needs among our unduplicated pupils, which include English Learners (EL), Foster Youth, and low-income students. These needs encompass enhanced career exploration, increased engagement in learning, and access to real-world experiences that align with their interests	The World of Work (WoW) Coordinator's initiatives are designed to address the unique needs of unduplicated pupils by integrating comprehensive career exploration and readiness into the school curriculum. Here's how the specific actions cater to these needs: Program Development and Implementation: Curriculum Alignment: Developing a curriculum that aligns with Bostonia Global's educational goals ensures that all students, especially	RIASEC Interest Survey Completion

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	and strengths. These students often lack the resources and opportunities to explore various career paths and make informed decisions about their future. **Scope:** LEA-wide	unduplicated pupils, receive relevant and engaging career education. Interactive Activities: Creating engaging and interactive career exploration activities helps to capture the interest of unduplicated pupils, making learning more relevant and motivating. Student Engagement: Career Exploration Events: Organizing events such as career fairs and workplace visits provide unduplicated pupils with exposure to diverse career options and real-world experiences they might not otherwise access. Personalized Career Plans: Providing counseling to help students understand their strengths and interests ensures that unduplicated pupils receive tailored guidance and support in setting and achieving their career goals. Community and Industry Partnerships: Local Partnerships: Building partnerships with local businesses and organizations facilitates access to internships, job shadowing, and mentorship opportunities, offering unduplicated pupils hands-on experience in various fields. Real-World Expertise: Collaborating with community partners brings industry expertise into the classroom, enriching the learning experience for all students, particularly those who are unduplicated. Professional Development and Training: Teacher Training: Providing teachers with training and resources on integrating WoW principles ensures that career readiness is embedded in daily lessons, benefiting all students, including unduplicated pupils. Best Practices Sharing: Staying updated on career education trends and sharing this knowledge helps	

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		maintain a high-quality career education program that meets the needs of unduplicated pupils. Data Collection and Reporting: Monitoring and Evaluation: Collecting and analyzing data on student participation and outcomes ensures that the program continuously improves and adapts to meet the needs of unduplicated pupils effectively. Impact Reports: Preparing reports on the impact of WoW initiatives helps stakeholders understand the benefits and areas for improvement, ensuring ongoing support and alignment with student needs. Communication and Outreach: Regular Communication: Keeping students, parents, and staff informed about WoW programs and events ensures that unduplicated pupils and their families are aware of and can take advantage of these opportunities. Promotional Materials: Using various media platforms to increase awareness helps reach a broader audience, ensuring that all unduplicated pupils are informed and engaged.	
1.2	**Action:** Career Development Experiences **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, often lack access to resources and opportunities that support career exploration and readiness. These students need enhanced career guidance, real-world experiences, and support	The Career Development Experiences at Bostonia Global are tailored to address the specific needs of unduplicated pupils through a variety of strategic actions and initiatives: Real-World Applications: Integration with Academic Learning: By incorporating career development experiences into the curriculum, students engage with real-world applications that make learning relevant and practical, especially benefiting unduplicated pupils	Priority 6 Survey, Career Development Learning Experiences

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	in developing the skills and knowledge required to succeed in their future careers. **Scope:** LEA-wide	who might otherwise lack exposure to such opportunities. Hands-On Activities: Providing hands-on activities and projects that simulate real-world scenarios helps unduplicated pupils develop critical thinking, problem-solving, and technical skills necessary for future careers. Career Exploration: Career Fairs and Guest Speakers: Organizing career fairs and inviting guest speakers from various industries expose students to diverse career paths and professional insights, broadening their horizons and helping them make informed decisions. Workplace Visits and Job Shadowing: Facilitating workplace visits and job shadowing opportunities allow unduplicated pupils to experience different work environments firsthand and understand the day-to-day responsibilities of various professions. Personalized Career Planning: Individual Counseling: Offering individual and group counseling sessions helps students identify their strengths, interests, and values, aligning them with potential career paths. This personalized approach is crucial for unduplicated pupils who may need additional guidance and support. Career Plans: Assisting students in developing personalized career plans ensures that they have clear, achievable goals and a roadmap to success. Community and Industry Partnerships: Internships and Mentorships: Building partnerships with local businesses and organizations to provide	

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		internships and mentorship programs gives unduplicated pupils practical experience and professional networks that can support their career development. Collaboration with Professionals: Collaborating with industry professionals brings real-world expertise into the classroom, enhancing the learning experience and providing students with valuable insights into various careers. Professional Development for Educators: Teacher Training: Providing training and resources for teachers on integrating career development principles into their teaching practices ensures that career readiness is embedded throughout the curriculum, benefiting all students, including unduplicated pupils. Best Practices and Trends: Keeping educators updated on current trends and best practices in career education ensures that the program remains relevant and effective.	
1.3	**Action:** Internship Supports & Exhibition **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, often lack access to professional networks and practical work experiences. These students need opportunities to develop hands-on skills, gain industry insights, and build connections that can support their future career aspirations. **Scope:**	The Internship Supports & Exhibition at Bostonia Global are tailored to address the specific needs of unduplicated pupils through a variety of strategic actions and initiatives: Hands-On Internship Experiences: Real-World Settings: Providing internships in real-world settings allows unduplicated pupils to apply academic knowledge in professional contexts, developing practical skills and gaining valuable work experience. Diverse Industries: Offering internships across a range of industries ensures that students can	Student participation in Exhibitions

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	LEA-wide	explore different career paths and find fields that align with their interests and strengths. Comprehensive Support: Mentorship Programs: Pairing students with industry mentors provides guidance, support, and valuable insights into professional practices. Mentors help unduplicated pupils navigate their internships and maximize their learning experiences. Individualized Counseling: Offering personalized counseling helps students identify suitable internship opportunities, prepare for their roles, and set achievable goals. Skill Development: Professional Skills: Internships focus on developing essential professional skills such as communication, teamwork, problem-solving, and time management, which are crucial for career success. Industry Insights: Students gain firsthand knowledge of industry trends, workplace dynamics, and professional expectations, enhancing their readiness for future careers. Community and Industry Partnerships: Local Collaborations: Building strong partnerships with local businesses and organizations ensures a steady stream of internship opportunities for unduplicated pupils. Networking Opportunities: Facilitating connections between students and industry professionals helps build professional networks that can support career development. Exhibition of Learning:	

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		Showcasing Achievements: The exhibition allows students to present their work, reflect on their learning experiences, and celebrate their accomplishments with peers, teachers, and the community. Community Engagement: Engaging the community in the exhibition fosters a supportive environment that values student achievements and highlights the importance of experiential learning.	
1.4	**Action:** Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc. **Need:** Bostonia Global has identified critical needs among our unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students. These needs involve improved career exploration opportunities, heightened engagement in the learning process, and access to real-world experiences that match their interests and strengths. Often, these students lack the necessary resources and opportunities to thoroughly explore different career paths and make well-informed decisions about their future endeavors. **Scope:** LEA-wide	The support from CVUSD to Bostonia Global is designed to address the specific needs of unduplicated pupils through a variety of strategic actions and initiatives: World of Work (WoW): Curriculum Development: CVUSD assists in the development and implementation of the World of Work curriculum, ensuring it aligns with district standards and best practices. Professional Development: Regular training sessions and workshops are provided to equip educators with the skills to integrate WoW principles into their teaching. Resource Allocation: CVUSD allocates resources and tools necessary for the effective delivery of career exploration and readiness programs. TedEx: Event Coordination: CVUSD supports the organization and execution of TedEx events, providing logistical assistance and promotional support.	Priority 6 Survey, Broad Course of Study

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		Speaker Recruitment: The district helps in identifying and recruiting dynamic speakers who can inspire and educate students through their TedEx presentations. Student Involvement: Guidance and support are provided to involve students in planning and participating in TedEx events, enhancing their public speaking and organizational skills. Professional Learning: Ongoing Training: CVUSD offers a variety of professional learning opportunities, including workshops, seminars, and online courses, to keep educators updated on the latest teaching strategies and educational technologies. Collaborative Learning Communities: The district facilitates the creation of professional learning communities where educators can share best practices, collaborate on projects, and support each other's professional growth. Mentorship Programs: New teachers and staff receive mentorship and guidance from experienced educators to ensure a smooth transition and continuous improvement. Local Control and Accountability Plan (LCAP): Goal Setting and Alignment: CVUSD assists Bostonia Global in setting LCAP goals that are aligned with district-wide priorities and the specific needs of their student population. Data Analysis and Reporting: The district provides support in collecting, analyzing, and reporting data to track progress towards LCAP goals, ensuring accountability and continuous improvement. Stakeholder Engagement: CVUSD helps facilitate stakeholder engagement sessions, ensuring that	

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		the voices of students, parents, staff, and the community are included in the decision-making process.	
1.5	**Action:** Professional Learning Days for all staff **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific educational needs that require targeted support. These needs include differentiated instruction, culturally responsive teaching, and effective intervention strategies to ensure academic success and equitable learning opportunities. Professional Learning Days are directly connected to addressing these needs by providing staff with the necessary training and development to implement effective educational practices. Through these dedicated days, teachers and staff are equipped with the tools and strategies to better support unduplicated pupils. **Scope:** LEA-wide	The Professional Learning Days at Bostonia Global are tailored to address the unique needs of unduplicated pupils through the following actions: Differentiated Instruction: Training on Differentiation: Professional learning sessions focus on equipping teachers with strategies to differentiate instruction to meet the diverse learning needs of unduplicated pupils. This includes adapting lessons, materials, and assessments to ensure all students can access and engage with the curriculum. Culturally Responsive Teaching: Cultural Competency Workshops: These workshops help teachers understand and incorporate culturally responsive teaching practices, which are essential for creating inclusive classrooms that respect and value the backgrounds of unduplicated pupils. Inclusive Curriculum Development: Teachers are trained to develop and implement curricula that reflect the cultural diversity of the student population, promoting a sense of belonging and relevance for all students. Effective Intervention Strategies: Response to Intervention (RTI): Professional development includes training on RTI frameworks and best practices, enabling teachers to identify	Priority 6 Survey, Broad Course of Study

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		and support unduplicated pupils who are struggling academically or behaviorally. Data-Driven Instruction: Teachers learn to use student data to inform instructional decisions, track progress, and implement timely interventions tailored to the specific needs of unduplicated pupils. Collaboration and Peer Support: Professional Learning Communities (PLCs): Regular PLC meetings encourage collaboration among teachers to share best practices, discuss challenges, and develop collective strategies to support unduplicated pupils. Mentorship Programs: Experienced teachers mentor new or struggling teachers, providing guidance and support to enhance their instructional practices and effectiveness in meeting the needs of unduplicated pupils.	
1.6	**Action:** Collaboration Time for Certificated Staff **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific educational needs that require targeted support. These needs include differentiated instruction, culturally responsive teaching, and effective intervention strategies to ensure academic success and equitable learning opportunities. **Scope:**	The collaboration time for certificated staff is strategically designed to address the unique needs of unduplicated pupils through the following actions: Differentiated Instruction: Collaborative Planning: During collaboration time, teachers work together to develop lesson plans and instructional strategies that are tailored to meet the diverse learning needs of unduplicated pupils. This ensures that all students have access to differentiated instruction that supports their individual learning styles and needs. Culturally Responsive Teaching:	Professional Learning Day Surveys

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	LEA-wide	Sharing Best Practices: Teachers share successful strategies and practices for implementing culturally responsive teaching during collaboration time. This helps create an inclusive classroom environment that respects and values the cultural backgrounds of unduplicated pupils. Curriculum Development: Collaboration time allows teachers to co-create and refine curricula that reflect the cultural diversity of the student population, promoting engagement and relevance for all students. Effective Intervention Strategies: Data Analysis: Teachers use collaboration time to analyze student data and identify unduplicated pupils who need additional support. This data-driven approach enables the development of targeted intervention strategies to address academic and behavioral challenges. Intervention Planning: By working together, teachers can design and implement effective intervention plans that provide unduplicated pupils with the support they need to succeed. Professional Growth: Professional Learning Communities (PLCs): Collaboration time is structured to support the formation of PLCs, where teachers engage in continuous professional development focused on improving instructional practices for unduplicated pupils. Mentorship and Peer Support: Experienced teachers mentor new or struggling teachers during collaboration time, sharing expertise and strategies to enhance teaching effectiveness and support unduplicated pupils.	

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1.7	**Action:** Professional Learning Experiences **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific educational needs that require targeted support. These needs include differentiated instruction, culturally responsive teaching, and effective intervention strategies to ensure academic success and equitable learning opportunities. **Scope:** LEA-wide	The Professional Learning Experiences at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following actions: Differentiated Instruction: Focused Training: PLEs include training sessions focused on differentiated instruction techniques, helping teachers adapt their teaching strategies to meet the diverse learning needs of unduplicated pupils. This ensures that all students receive instruction tailored to their individual strengths and challenges. Effective Intervention Strategies: Data-Driven Practices: PLEs provide training on using student data to identify academic and behavioral needs, enabling teachers to develop targeted intervention strategies for unduplicated pupils. Response to Intervention (RTI): Educators receive professional development on RTI frameworks, ensuring they can implement effective support strategies for students who are struggling. Continuous Professional Growth: Varied Learning Formats: PLEs are offered in various formats, including workshops, online courses, peer observations, and collaborative learning communities, catering to different learning preferences and schedules. Collaborative Learning Communities: Regular collaborative sessions encourage teachers to	Professional Learning Day Surveys

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		share best practices, discuss challenges, and develop collective strategies to support unduplicated pupils.	
2.2	**Action:** Co-Principal at K-6 **Need:** California Dashboard Data demonstrates that suspension data among unduplicated students has increase. Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific educational needs that require targeted support. These needs include differentiated instruction, culturally responsive teaching, effective intervention strategies, and enhanced social-emotional learning support to ensure academic success and equitable learning opportunities. **Scope:** LEA-wide	The Co-Principal at Bostonia Global's K-6 program addresses the unique needs of unduplicated pupils through several key actions: Differentiated Instruction: Curriculum Oversight: The Co-Principal collaborates with staff to develop and implement curricula that include differentiated instruction techniques tailored to meet the diverse learning needs of unduplicated pupils. This ensures that all students, regardless of their background, can access and engage with the curriculum. Culturally Responsive Teaching: Professional Development: Supporting teacher development through professional learning sessions focused on culturally responsive teaching practices. These sessions help teachers create inclusive classrooms that respect and value the cultural backgrounds of unduplicated pupils. Inclusive Initiatives: Implementing school-wide initiatives that promote cultural awareness and inclusivity, ensuring that unduplicated pupils feel valued and supported within the school community. Effective Intervention Strategies: Data-Driven Interventions: Utilizing student performance data to identify unduplicated pupils who need additional academic or behavioral support. The Co-Principal works with teachers to	Suspension and Absenteeism Data

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		develop and implement targeted intervention strategies to address these needs effectively. Building Relationships and Community Engagement: Family and Community Engagement: The Co-Principal fosters strong relationships with families and the community, ensuring that unduplicated pupils have a supportive network both at school and at home. This includes regular communication, family workshops, and community events. Support Systems: Collaborating with community organizations to provide additional resources and support systems for unduplicated pupils, such as mentoring programs, counseling services, and extracurricular activities.	
2.3	**Action:** Assistant Principal at 7-12 **Need:** California Dashboard Data demonstrates that suspension data among unduplicated students has increase. Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific educational needs that require targeted support. These needs include differentiated instruction, culturally responsive teaching, effective intervention strategies, and enhanced social-emotional learning support to ensure academic success and equitable learning opportunities.	The Assistant Principal at Bostonia Global's 9-12 program addresses the unique needs of unduplicated pupils through several key actions: Differentiated Instruction: Curriculum Oversight: The Assistant Principal collaborates with staff to develop and implement curricula that include differentiated instruction techniques tailored to meet the diverse learning needs of unduplicated pupils. This ensures that all students, regardless of their background, can access and engage with the curriculum. Culturally Responsive Teaching: Professional Development: Supporting teacher development through professional learning	Suspension and Absenteeism Data

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	Scope: LEA-wide	sessions focused on culturally responsive teaching practices. These sessions help teachers create inclusive classrooms that respect and value the cultural backgrounds of unduplicated pupils. Inclusive Initiatives: Implementing school-wide initiatives that promote cultural awareness and inclusivity, ensuring that unduplicated pupils feel valued and supported within the school community. Effective Intervention Strategies: Data-Driven Interventions: Utilizing student performance data to identify unduplicated pupils who need additional academic or behavioral support. The Co-Principal works with teachers to develop and implement targeted intervention strategies to address these needs effectively. Building Relationships and Community Engagement: Family and Community Engagement: The Assistant Principal fosters strong relationships with families and the community, ensuring that unduplicated pupils have a supportive network both at school and at home. This includes regular communication, family workshops, and community events. Support Systems: Collaborating with community organizations to provide additional resources and support systems for unduplicated pupils, such as mentoring programs, counseling services, and extracurricular activities.	
2.4	**Action:**	The Facilities Maintenance team at Bostonia Global addresses the specific needs of	Student Gallup Poll, Local Indicator Priority 1

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	Facilities Maintenance for safe and well-kept environment **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, may not always feel safe at school or perceive the school environment as clean. Ensuring that these students feel secure and learn in a hygienic environment is essential for their academic success and overall well-being. **Scope:** LEA-wide	unduplicated pupils through several targeted actions: Ensuring Safety: Routine Inspections and Maintenance: Regular inspections and timely maintenance of school facilities ensure that all areas are safe for unduplicated pupils. This includes checking for potential hazards, repairing damaged equipment, and maintaining safe walkways and common areas. Compliance with Safety Regulations: The team ensures that all safety regulations are met, including fire safety, electrical safety, and structural integrity, to provide a secure learning environment for all students. Promoting Cleanliness: High Standards of Cleanliness: Maintaining high standards of cleanliness in classrooms, restrooms, cafeterias, and other common areas helps create a hygienic environment. This is particularly important for unduplicated pupils who may be more sensitive to cleanliness and health issues. Regular Cleaning Schedules: Implementing regular cleaning schedules, including deep cleaning and sanitization, ensures that the school environment remains clean and inviting. Addressing Specific Concerns: Responsive to Issues: The Facilities Maintenance team promptly addresses any facilities-related issues reported by students or staff, ensuring that unduplicated pupils do not have to learn in compromised conditions.	

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		Preventive Maintenance: Managing preventive maintenance schedules helps identify and address potential problems before they affect the school environment, ensuring continuous safety and cleanliness.	
2.5	**Action:** Campus Aides - Classified Supervision **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, may have specific needs related to feeling safe and supported at school. These students often require additional supervision and guidance to ensure they feel secure and engaged in the school community. **Scope:**	The Campus Aide Supervisors at Bostonia Global address the unique needs of unduplicated pupils through several strategic actions: Ensuring Safety: Active Supervision: Campus Aide Supervisors provide active supervision during non-instructional times, ensuring that unduplicated pupils are safe and supported in various school settings, such as playgrounds, cafeterias, and hallways. Immediate Response to Incidents: Supervisors are trained to respond promptly to any safety concerns or behavioral issues, ensuring a swift resolution that maintains a secure environment for all students. Promoting Positive Behavior: Behavioral Support: Supervisors work closely with unduplicated pupils to reinforce positive behaviors and provide guidance on appropriate social interactions. This helps create a respectful and inclusive school culture. Conflict Resolution: Campus Aide Supervisors are equipped with conflict resolution skills to mediate disputes and foster a harmonious school environment, particularly benefiting unduplicated pupils who may need additional support.	Student Gallup Poll, Local Indicator Priority 1

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2.6	**Action:** Campus Safety Team **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, may have specific needs related to feeling safe and supported at school. These students often require additional supervision and security measures to ensure they feel secure and engaged in the school community. **Scope:** LEA-wide	The Campus Safety Team at Bostonia Global addresses the unique needs of unduplicated pupils through several strategic actions: Ensuring Safety: Active Monitoring: The Campus Safety Team provides continuous monitoring of campus grounds to ensure that unduplicated pupils are safe and supported in various school settings, such as playgrounds, cafeterias, and hallways. Prompt Response to Incidents: The team is trained to respond quickly and effectively to any safety concerns or incidents, ensuring a swift resolution that maintains a secure environment for all students. Promoting a Safe Environment: Implementation of Safety Protocols: The Campus Safety Team ensures that all safety protocols are followed, including emergency procedures, lockdown drills, and fire drills. This preparedness is crucial for the safety of unduplicated pupils who may be more vulnerable in emergency situations. Conflict Resolution: Team members are equipped with conflict resolution skills to mediate disputes and foster a harmonious school environment, particularly benefiting unduplicated pupils who may need additional support. Building Relationships: Visible and Approachable Presence: By maintaining a visible and approachable presence, the Campus Safety Team builds trust and rapport with unduplicated pupils, making them feel valued and secure.	Student Gallup Poll, Local Indicator Priority 1, suspension rates, expulsion rates, daily attendance rate

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		Support and Mentorship: Team members act as mentors and role models for unduplicated pupils, offering guidance and support to help them navigate school life and overcome challenges.	
2.7	**Action:** Instructional Coaching **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific educational needs that require targeted support. These needs include differentiated instruction, effective use of data to inform instruction, and the integration of technology to enhance learning experiences. Unduplicated pupils often benefit from personalized and responsive teaching strategies to address their diverse learning needs and ensure academic success. **Scope:** LEA-wide	The actions taken by the Instructional Coaching team at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following measures: Differentiated Instruction: Personalized Coaching: Instructional Coaches work closely with teachers to develop and implement differentiated instructional strategies tailored to meet the diverse learning needs of unduplicated pupils. This ensures that all students receive instruction that is responsive to their individual strengths and challenges. Data-Driven Instruction: Data Analysis Support: Coaches assist teachers in analyzing student data to identify learning gaps and inform instructional planning. This data-driven approach helps in designing targeted interventions for unduplicated pupils who may require additional academic support. Progress Monitoring: Regular monitoring of student progress allows teachers to adjust their instructional strategies in real-time, ensuring that unduplicated pupils are making continuous academic gains. Integration of Technology: Technology Integration: Coaches support teachers in integrating technology into their classrooms to	Local Indicator 1, Priority 6, Gallup Surveys

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		enhance learning experiences. This includes using digital tools and resources to engage unduplicated pupils and provide personalized learning opportunities. Professional Development: Ongoing training on the effective use of educational technology helps teachers stay current with best practices and leverage technology to support the diverse needs of their students.	
2.8	**Action:** Learning Loss Intervention Teachers **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have been disproportionately affected by learning loss. These students often face additional barriers to academic success, including limited access to resources, gaps in foundational skills, and the need for more individualized support to close learning gaps. **Scope:** LEA-wide	The actions taken by the Learning Loss Intervention Teachers at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following measures: Identifying Learning Gaps: Targeted Assessments: Utilizing assessments to identify unduplicated pupils who have experienced significant learning loss. These assessments help pinpoint specific areas where students need additional support. Data-Driven Identification: Analyzing student performance data to identify unduplicated pupils who are at risk of falling behind and require targeted interventions. Developing Targeted Intervention Plans: Individualized Instruction: Creating personalized intervention plans tailored to the specific learning needs of unduplicated pupils. This ensures that each student receives support that addresses their unique challenges. Small Group Instruction: Providing small group instruction to unduplicated pupils, allowing for	Local Indicator 1, Priority 6, Gallup Surveys

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		more focused and effective teaching strategies that cater to their individual needs. Aligning with Core Curriculum: Collaboration with Classroom Teachers: Working closely with classroom teachers to ensure that intervention strategies are aligned with the core curriculum. This helps maintain consistency in instruction and supports unduplicated pupils in accessing grade-level content. Integrated Support: Coordinating with classroom teachers to integrate intervention activities into the regular classroom environment, providing seamless support for unduplicated pupils.	
2.9	**Action:** Counseling Services **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific needs that require targeted counseling support given higher rates of suspension, absenteeism data and academic supports. These students often face additional barriers that can impact their academic performance and personal development, such as socio-economic challenges, trauma, and language barriers. **Scope:** LEA-wide	The actions taken by the Counseling Services team at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following measures: Individual and Group Counseling: Personalized Support: Providing individual counseling sessions tailored to address the specific emotional and social needs of unduplicated pupils. This personalized support helps students manage stress, build coping strategies, and improve their overall well-being. Group Counseling: Offering group counseling sessions that focus on common issues faced by unduplicated pupils, such as peer relationships, self-esteem, and academic pressures. Group settings provide a supportive environment where students can share experiences and learn from one another. Comprehensive School Counseling Programs:	Local Indicator 1, Priority 6, Gallup Surveys, Suspension Data, Absenteeism Data

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
		Developmental Programs: Implementing school-wide counseling programs that promote the social-emotional development of all students, with a focus on the specific needs of unduplicated pupils. These programs aim to build resilience, enhance self-awareness, and foster positive behavior. Preventive Interventions: Creating preventive programs that address potential challenges before they escalate. This includes workshops on stress management, conflict resolution, and healthy relationships. Crisis Intervention and Support: Immediate Response: Providing crisis intervention services to support unduplicated pupils during times of urgent need. This includes addressing issues related to trauma, grief, and other critical incidents. Ongoing Support: Offering continuous support to help students recover and build resilience following a crisis. This ensures that unduplicated pupils receive the care they need to return to a stable and productive state. Collaboration with School Community: Teacher Collaboration: Working closely with teachers to identify students in need of additional support and to develop strategies that integrate counseling insights into classroom practices. Family Engagement: Engaging with families to provide resources, support, and guidance that align with the counseling services provided at school. This collaborative approach helps create a consistent support system for unduplicated pupils.	

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
2.10	**Action:** Guidance Tech Counseling Support **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, have specific needs that require targeted counseling support given higher rates of suspension, absenteeism data and academic supports. These students often face additional barriers that can impact their academic performance and personal development, such as socio-economic challenges, trauma, and language barriers. **Scope:** LEA-wide	The actions taken by the Guidance Tech Counseling Support team at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following measures: Managing Student Records: Accurate Record-Keeping: Ensuring that student records are accurately maintained, which is crucial for identifying and tracking the progress of unduplicated pupils. This helps counselors provide targeted support based on comprehensive student data. Confidentiality and Access: Managing records in a way that ensures confidentiality while providing counselors with easy access to necessary information to support unduplicated pupils effectively. Scheduling and Coordination: Efficient Scheduling: Coordinating and scheduling appointments for unduplicated pupils to ensure they receive timely counseling support. This helps minimize wait times and ensures that students can access the services they need promptly. Organizing Counseling Activities: Assisting in the organization of counseling events, workshops, and group sessions that address the specific needs of unduplicated pupils, such as sessions focused on stress management, academic planning, and social skills development. Data Management: Monitoring Progress: Maintaining accurate data on student progress and outcomes to monitor the	Local Indicator 1, Priority 6, Gallup Surveys, Suspension Data, Absenteeism Data

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
		effectiveness of counseling interventions for unduplicated pupils. This data-driven approach helps in making informed decisions about additional support and resources needed. Reporting and Analysis: Providing regular reports on the progress of unduplicated pupils to counselors and school administrators, facilitating data-driven discussions and planning. Communication: Facilitating Communication: Handling communications between counselors, students, parents, and staff to ensure that all stakeholders are informed and involved in the counseling process. This is particularly important for unduplicated pupils who may require additional support and engagement from their families. Language Support: Assisting in providing translation and interpretation services to ensure that communication with English Learners and their families is clear and effective.	
3.1	**Action:** Supplemental Instructional Supplies **Need:** Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, often face additional challenges that can hinder their academic progress. These students may lack access to essential learning materials and resources outside of school, making it crucial to provide supplemental instructional supplies that support their academic needs and help them catch up.	The actions taken to provide supplemental instructional supplies at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following measures: Enhanced Learning Materials: Advanced Textbooks and Digital Tools: Providing updated and advanced textbooks, along with digital tools and resources, ensures that unduplicated pupils have access to high-quality learning materials that support their academic growth.	iReady Diagnostic, Local Indicator- Access to Broad Course of Study

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	Hands-On Learning: Supplying manipulatives, science lab equipment, and art supplies facilitates hands-on and experiential learning, helping unduplicated pupils engage with the curriculum in meaningful ways. Targeted Support for Below-Standard Students: Educational Software: Utilizing educational software tailored to address specific learning gaps helps unduplicated pupils improve their skills in critical areas such as reading, writing, and mathematics. Intervention Materials: Providing additional instructional materials specifically designed for intervention programs ensures that students who are falling below academic standards receive the targeted support they need to improve their performance. Interactive and Experiential Learning: Engaging Instruction: By offering a variety of supplemental supplies, teachers can create more engaging and interactive lessons that cater to the diverse learning styles of unduplicated pupils. This approach helps maintain student interest and motivation, leading to better academic outcomes. Differentiated Instruction: Supplemental supplies enable teachers to differentiate instruction effectively, ensuring that all students, including those who require additional support, receive instruction that meets their individual needs.	
3.2	**Action:** Consultant Contracts **Need:**	The actions taken through Consultant Contracts at Bostonia Global are strategically designed to address the unique needs of unduplicated pupils through the following measures:	iReady Diagnostic, Local Indicator- Access to Broad Course of Study

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
	Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, often face unique challenges that require targeted interventions and innovative solutions. Given our competency-based model, these students may benefit significantly from specialized programs and expert guidance to address their academic, social-emotional, and career readiness needs. The competency-based model emphasizes mastery of skills and knowledge, which requires additional support for unduplicated pupils to ensure they can meet their academic goals. **Scope:** LEA-wide	Specialized Expertise: Curriculum Development: Consultants from organizations like One Stone and Gladeo provide expert advice on developing and implementing curricula that are inclusive, engaging, and tailored to the needs of unduplicated pupils. This ensures that all students have access to high-quality educational content. Professional Development: Consultants offer professional development sessions for teachers, focusing on innovative teaching strategies, culturally responsive practices, and effective interventions for unduplicated pupils. This helps educators better support the diverse needs of their students. Advanced Educational Technologies: Educational Technologies: Collaborating with Scoir and SchoolJoy, consultants help integrate advanced educational technologies into the classroom, providing unduplicated pupils with access to digital tools and resources that enhance learning and engagement. Data-Driven Solutions: Consultants assist in implementing data-driven solutions to monitor student progress, identify learning gaps, and tailor interventions to support unduplicated pupils effectively. College and Career Readiness: Career Exploration Programs: Consultants from organizations like Gladeo and Scoir create programs that support college and career readiness, offering unduplicated pupils	

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
		opportunities to explore various career paths, develop essential skills, and plan for their futures. Individualized Support: Providing personalized guidance and resources to unduplicated pupils helps them navigate the college admissions process, access financial aid, and make informed decisions about their educational and career goals.	
3.3	**Action:** English Language Development Assistant **Need:** Bostonia Global recognizes that unduplicated pupils, particularly English Learners (EL), face unique challenges that require targeted language support to succeed academically. These students often need additional resources and personalized instruction to develop their English language skills and fully participate in the school curriculum. **Scope:** LEA-wide	The English Language Development (ELD) Assistant at Bostonia Global plays a crucial role in supporting the language acquisition and academic success of English Learner (EL) students. This position is dedicated to providing targeted instructional support, fostering an inclusive learning environment, and ensuring that EL students develop the necessary English language skills to thrive academically and socially. Key responsibilities include working directly with EL students to enhance their English proficiency through individualized and small group instruction, assisting classroom teachers in implementing effective ELD strategies, and monitoring student progress to tailor support as needed. The ELD Assistant also collaborates with teachers, administrators, and families to create a cohesive support system that addresses the unique challenges faced by EL students. By offering specialized support and resources, the ELD Assistant helps EL students overcome language barriers, improve their academic performance, and integrate more fully into the school community. The commitment to fostering language development and academic	iReady Diagnostic, Local Indicator- Access to Broad Course of Study

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
		achievement ensures that Bostonia Global provides an equitable and supportive educational environment for all students. Identified Need(s) of Unduplicated Pupils: Bostonia Global recognizes that unduplicated pupils, particularly English Learners (EL), face unique challenges that require targeted language support to succeed academically. These students often need additional resources and personalized instruction to develop their English language skills and fully participate in the school curriculum. How the Action(s) Address Need(s) of Unduplicated Pupils and Why it is Provided on a Schoolwide Basis: The actions taken by the ELD Assistant at Bostonia Global are strategically designed to address the specific needs of unduplicated pupils through the following measures: Targeted Instructional Support: Individualized Instruction: Providing one-on-one and small group instruction tailored to the specific language proficiency levels of EL students. This personalized approach ensures that each student receives the support needed to progress in their English language development. Classroom Assistance: Assisting classroom teachers in implementing effective ELD strategies within the general education setting. This helps create a more inclusive and supportive learning environment for EL students. Inclusive Learning Environment:	

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
		Cultural Responsiveness: Promoting a culturally responsive teaching approach that values and incorporates the diverse backgrounds of EL students. This helps foster a sense of belonging and respect within the school community. Family Engagement: Collaborating with families to support EL students' language development and academic success. This includes providing resources and communication in multiple languages to ensure that families are involved and informed. Monitoring and Assessment: Progress Monitoring: Regularly assessing the language development and academic progress of EL students to identify areas of need and adjust instructional strategies accordingly. This data-driven approach helps ensure that interventions are effective and responsive. Collaborative Planning: Working with teachers and administrators to develop and implement individualized support plans for EL students, ensuring that their language and academic needs are met comprehensively.	
3.4	**Action:** Computer software and subscriptions **Need:** As demonstrated through declined state test scores, Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, often face unique challenges that can hinder their academic progress. These students may lack access to technology and	The actions taken through computer software and subscriptions at Bostonia Global are strategically designed to address the specific needs of unduplicated pupils through the following measures: Personalized Learning: Adaptive Learning Software: Utilizing software that adapts to the individual learning pace and needs of unduplicated pupils, providing personalized	iReady Diagnostic, Local Indicator- Access to Broad Course of Study

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
	digital resources at home, making it essential to provide them with comprehensive digital tools and software within the school setting to ensure equitable learning opportunities. **Scope:** LEA-wide	instruction and practice in key subject areas. This helps students master foundational skills and advance at their own pace. Online Assessment Tools: Implementing digital assessment tools to monitor student progress and identify areas where unduplicated pupils need additional support. This data-driven approach ensures timely and effective interventions. Access to Digital Content: Educational Databases: Providing access to a wide range of academic databases and digital content that support research and learning across various subjects. This helps unduplicated pupils develop critical thinking and research skills. Collaborative Learning Platforms: Offering tools that facilitate collaborative learning, enabling unduplicated pupils to work together on projects and assignments, even outside the classroom. This fosters a sense of community and enhances engagement. Enhanced Instructional Strategies: Interactive Software: Using interactive educational software that makes learning more engaging and interactive for unduplicated pupils. These tools often include multimedia elements that cater to different learning styles. Teacher Training: Providing professional development for teachers to effectively integrate technology into their instruction, ensuring that they can leverage digital tools to support the diverse needs of unduplicated pupils.	
3.7	**Action:** Project Based Learning Coordinator K-12	The actions taken by the Tk-12 Project Based Learning Coordinator at Bostonia Global are	iReady Diagnostic, Student Gallup Poll, Local

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: Based on the iReady reading diagnostic given in February 2024, 45% of students with disabilities are on track to typical growth for the 23/24 school year. In June 2023, 59% of students with disabilities met typical growth for the 22/23 school year. These data points highlight the critical need for targeted support and effective program implementation to ensure all students, particularly those in high-need groups, achieve their academic goals. Bostonia Global recognizes that unduplicated pupils, including English Learners (EL), Foster Youth, and low-income students, often require additional support to meet their academic potential. These students benefit from a curriculum that is responsive to their unique learning needs and instructional strategies that address their specific challenges. **Scope:** LEA-wide	strategically designed to address the unique needs of unduplicated pupils through the following measures: Curriculum Design and Implementation: Engaging Curriculum: Developing and implementing a curriculum that is engaging and culturally responsive, ensuring that it meets the diverse needs of all students, including unduplicated pupils. Alignment with Standards: Ensuring that the curriculum aligns with state and school standards, providing a solid foundation for academic success. Professional Development: Teacher Training: Coordinating professional development opportunities for teachers to enhance their instructional strategies, particularly in supporting unduplicated pupils. Culturally Responsive Teaching: Providing training on culturally responsive teaching practices to help teachers better connect with and support their diverse student population. Data-Driven Instruction: Progress Monitoring: Regularly monitoring student progress through assessments and diagnostics to identify areas where unduplicated pupils need additional support. Targeted Interventions: Implementing targeted interventions based on data analysis to address the specific needs of unduplicated pupils and help them achieve academic growth.	Indicator Priority 1, Local Indicator- Access to Broad Course of Study

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
		Supportive Learning Environment: Resource Allocation: Ensuring that unduplicated pupils have access to necessary resources, including educational materials, technology, and support services. Family Engagement: Engaging with families to support student learning at home and create a collaborative approach to education.	

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

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.

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.

Bostonia Global is a single school charter LEA with a high concentration of foster youth, English learners, and low-income students. Concentration Grant Funding is utilized to fund staffing including staff providing direct services to students at the school.

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	Not applicable	1:42
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	1:17

ar Amount)	Concentration Grants (Input Dollar Amount)	School Year (2 divided by 1)	(Input Percentage from Prior Year)	School Year (3 + Carryover %)
2,728	$4,356,008	32.501%	0.000%	32.501%

Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total No
471.00	$0.00	$0.00	$244,564.00	$8,198,035.00	$3,951,196.00	$4,2

	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 Fund
	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$180,124.00	$0.00	$180,124.00		
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$30,101.00	$30,101.00		
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	$0.00	$5,075.00	$5,075.00		
d	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$676,759.00	$676,759.00		
		Yes	LEA-wide		All Schools	2024-2027	$107,399.00	$0.00	$107,399.00		
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$669,615.00	$0.00	$669,615.00		
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$55,275.00	$55,275.00		
	All	No			All Schools	2024-2027	$123,847.00	$0.00			

				Low Income								
-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	2024-2027	$179,799.00	$0.00	$179,799.00			
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$326,632.00	$326,632.00			
	All	No			All Schools	2024-2027	$182,439.00	$0.00	$182,439.00			
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$85,104.00	$0.00	$85,104.00			
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$335,144.00	$0.00	$335,144.00			
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$370,238.00	$0.00	$370,238.00			
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$709,110.00	$0.00	$709,110.00			
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$252,265.00	$0.00	$252,265.00			
t al	All	No			All Schools	2024-2027	$0.00	$397,211.00	$397,211.00			
	All	No			All Schools	2024-2027	$0.00	$37,282.00				
	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$111,969.00	$111,969.00			

				Low Income								
	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$104,234.00	$0.00	$20,799.00			
d	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$177,644.00	$177,644.00			
	All	No			All Schools	2024-2027	$72,154.00	$0.00	$72,154.00			
-6	All	No			All Schools K-6	2024-2027	$177,450.00	$0.00	$177,450.00			
g	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$163,757.00	$0.00	$163,757.00			
	All	No			All Schools	2024-2027	$0.00	$2,399,211.00	$2,399,211.00			

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,402,728	$4,356,008	32.501%	0.000%	32.501%	$4,725,006.00	0.000%	35.254 %	**Total:**	$4,725,006.00
								LEA-wide Total:	$4,725,006.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	World of Work Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,124.00	
1	1.2	Career Development Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,101.00	
1	1.3	Internship Supports & Exhibition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$5,075.00	
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$676,759.00	
1	1.5	Professional Learning Days for all staff	Yes	LEA-wide		All Schools	$107,399.00	
1	1.6	Collaboration Time for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$669,615.00	
1	1.7	Professional Learning Experiences	Yes	LEA-wide	English Learners Foster Youth	All Schools	$55,275.00	

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	2.2	Co-Principal at K-6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-6	$238,517.00	
2	2.3	Assistant Principal at 7-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$179,799.00	
2	2.4	Facilities Maintenance for safe and well-kept environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,632.00	
2	2.6	Campus Safety Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,104.00	
2	2.7	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$335,144.00	
2	2.8	Learning Loss Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$370,238.00	
2	2.9	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$709,110.00	
2	2.10	Guidance Tech Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$252,265.00	
3	3.1	Supplemental Instructional Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,969.00	
3	3.2	Consultant Contracts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,680.00	
3	3.3	English Language Development Assistant	Yes	LEA-wide	English Learners	All Schools	$20,799.00	
3	3.4	Computer software and subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$177,644.00	
3	3.7	Project Based Learning Coordinator K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$163,757.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,379,655.00	$8,022,369.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	World of Work Coordinator	Yes	$175,000.00	182,462
1	**1.2**	Career Development Experiences	Yes	$32,386.00	29,656
1	**1.3**	Internship Supports & Exhibition	Yes	$5,000.00	5,000
1	**1.4**	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	$325,000.00	666,758
1	**1.5**	Professional Learning Days for all staff	Yes	$651,477.00	100,884
1	**1.6**	Collaboration Time for Certificated Staff	Yes	$651,477.00	678,074
1	**1.7**	Professional Learning Experiences	Yes	$27,252.00	54,464
2	**2.1**	Community Liaison	No	$105,291.00	119,251
2	**2.2**	Co-Principal at K-6	Yes	$206,055.00	249,453
2	**2.3**	Assistant Principal at 7-12	Yes	$170,000.00	181,615
2	**2.4**	Facilities Maintenance for safe and well-kept environment	Yes	$380,073.00	321,805

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	2.5	Campus Aides - Classified Supervision	No	$170,000.00	184,282
2	2.6	Campus Safety Team	Yes	$160,000.00	74,151
2	2.7	Instructional Coaching	Yes	$350,000.00	338,529
2	2.8	Learning Loss Intervention Teachers	Yes	$375,004.00	373,978
2	2.9	Counseling Services	Yes	$475,000.00	616,704
2	2.10	Guidance Tech Counseling Support	Yes	$137,042.00	221,098
2	2.11	District Provide Support Services - Psychological and Health	No	$258,179.00	391,341
2	2.12	Recruit and maintain high quality Staff	No	$45,000.00	37,282
3	3.1	Supplemental Instructional Supplies	Yes	$36,060.00	111,964
3	3.2	Consultant Contracts	Yes	$17,100.00	29,680
3	3.3	English Language Development Assistant	Yes	$48,729.00	105,287
3	3.4	Computer software and subscriptions	Yes	$132,205.00	177,643
3	3.5	Student Data Tech	No	$68,664.00	71,088

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	3.6	Program Facilitator TK-6	No	$172,960.00	174,828
3	3.7	Project Based Learning Coordinator K-12	Yes	$160,000.00	161,337
4	4.1	Services provided by CVUSD	No	$2,044,701.00	2,363,755

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
4,227,371	$4,322,377.00	$4,596,054.00	($273,677.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	World of Work Coordinator	Yes	$175,000.00	182462		
1	1.2	Career Development Experiences	Yes	$32,386.00	29,656		
1	1.3	Internship Supports & Exhibition	Yes	$5,000.00	5,000		
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	$325,000.00	666,758		
1	1.5	Professional Learning Days for all staff	Yes	$651,477.00	100,884		
1	1.6	Collaboration Time for Certificated Staff	Yes	$651,477.00	678,074		
1	1.7	Professional Learning Experiences	Yes	$27,252.00	54,464		
2	2.2	Co-Principal at K-6	Yes	$206,055.00	249,453		
2	2.3	Assistant Principal at 7-12	Yes	$170,000.00	181,615		
2	2.4	Facilities Maintenance for safe and well-kept environment	Yes	$380,073.00	321,805		
2	2.6	Campus Safety Team	Yes	$160,000.00	74,151		
2	2.7	Instructional Coaching	Yes	$350,000.00	338,529		

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	2.8	Learning Loss Intervention Teachers	Yes	$375,004.00	373,978		
2	2.9	Counseling Services	Yes	$475,000.00	616,704		
2	2.10	Guidance Tech Counseling Support	Yes	$137,042.00	221,098		
3	3.1	Supplemental Instructional Supplies	Yes	$36,060.00	111,964		
3	3.2	Consultant Contracts	Yes	$17,100.00	29,680		
3	3.3	English Language Development Assistant	Yes	$16,246.00	20799		
3	3.4	Computer software and subscriptions	Yes	$132,205.00	177,643		
3	3.7	Project Based Learning Coordinator K-12	Yes		161,337		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13,072,920	4,227,371	0	32.337%	$4,596,054.00	0.000%	35.157%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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