LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bostonia Global

CDS Code: 37-67991-0140558

School Year: 2023-24

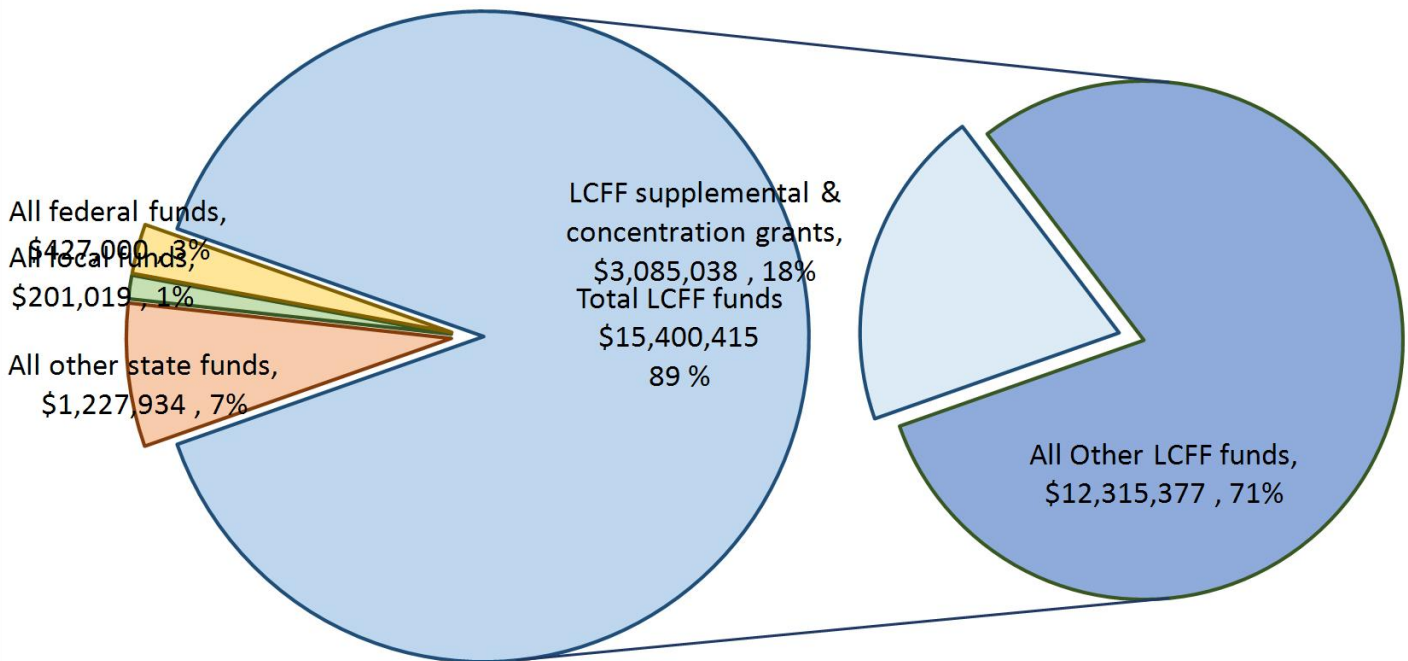LEA contact information:

Nerel Winter

Chief Executive Officer

(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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $427,000 , 3%

All local funds, $201,019 , 1%

All other state funds, $1,227,934 , 7%

LCFF supplemental & concentration grants, $3,085,038 , 18%
Total LCFF funds $15,400,415 89 %

All Other LCFF funds, $12,315,377 , 71%

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 $17,256,368, of which $15,400,415 is Local Control Funding Formula (LCFF), $1,227,934 is other state funds, $201,019 is local funds, and $427,000 is federal funds. Of the $15,400,415 in LCFF Funds, $3,085,038 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.

Budgeted Expenditures in the LCAP
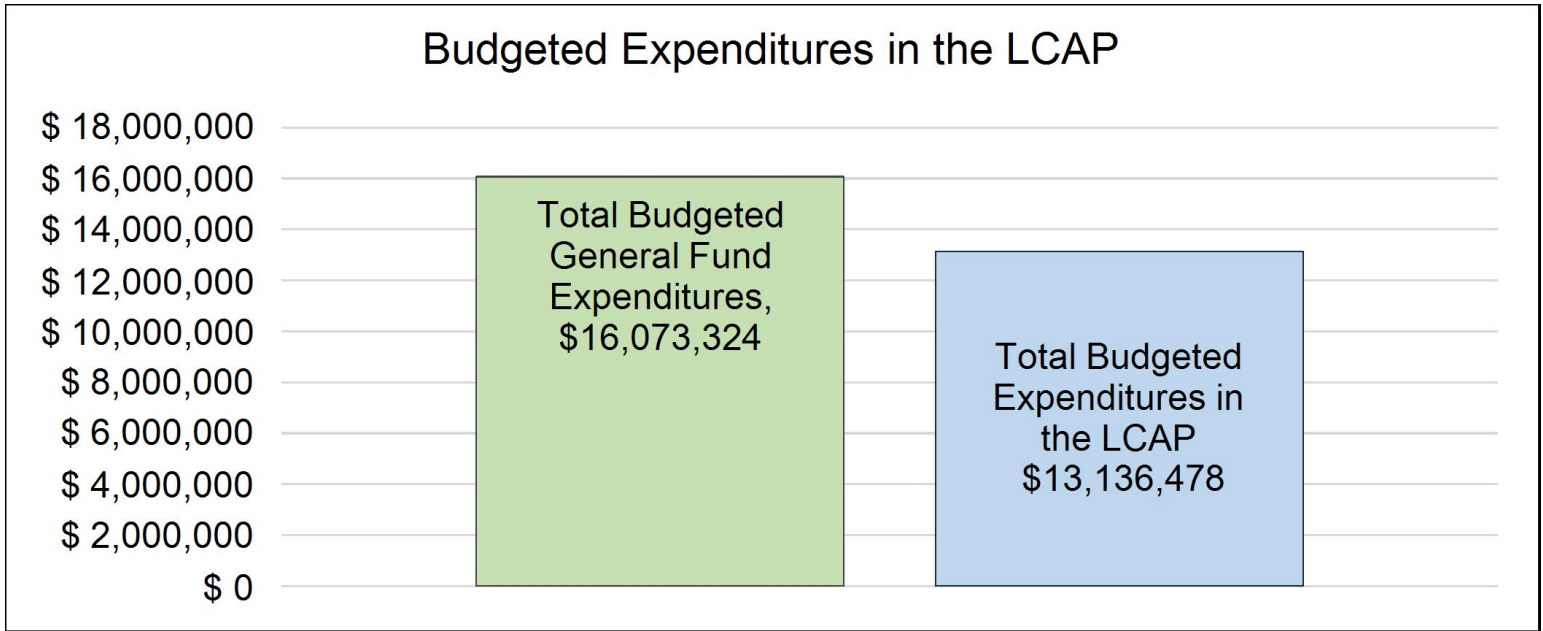
This chart provides a quick summary of how much Bostonia Global plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bostonia Global plans to spend $16,073,324 for the 2023-24 school year. Of that amount, $13,136,478 is tied to actions/services in the LCAP and $2,936,846 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
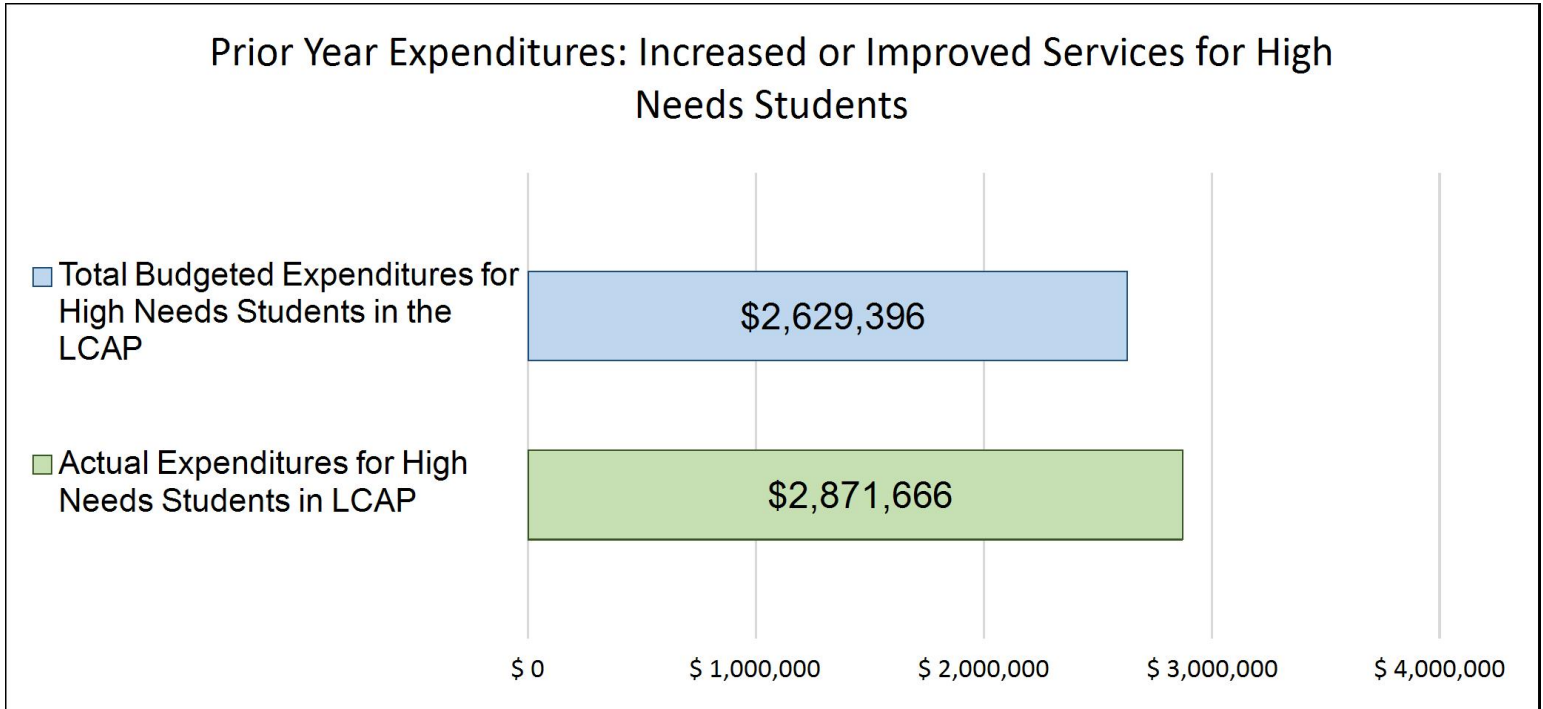
The Local Control and Accountability Plan (LCAP) does not include donations or additional funding received that was not known at the time of the adopted budget.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Bostonia Global is projecting it will receive $3,085,038 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 $3,164,485 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 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $2,629,396

☐ Actual Expenditures for High Needs Students in LCAP — $2,871,666

(x-axis: $ 0, $ 1,000,000, $ 2,000,000, $ 3,000,000, $ 4,000,000)

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 2022-23, Bostonia Global's LCAP budgeted $2,629,396 for planned actions to increase or improve services for high needs students. Bostonia Global actually spent $2,871,666 for actions to increase or improve services for high needs students in 2022-23.

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 [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Four years ago, the Cajon Valley Union School District (CVUSD) Superintendent and Board of Education launched a district study into the feasibility of adding a high school to the district's portfolio of schools. As an existing Tk-8 school district, the goal was to expand its nationally recognized World of Work program beyond middle school into high school and early college years. After 18 months, a proposal was brought forward to the Board of Education. The overall strategy involved converting an existing Tk-8 dual language academy, Bostonia Language Academy, into a district dependent charter school with the goal to expand the school's scope to serve students in grades Tk-14. The school was renamed Bostonia Global and authorized by CVUSD in winter 2020. Approved by the California Department of Education, Bostonia Global opened on July 1, 2021 and now serves students in grades Tk-11 in its second year.
Over the next five years, additional grade levels will be added to include grades Tk-14. The school's charter addresses families' and community members' requests to provide additional options for students to pursue college and career readiness, and it reflects an increasing demand for an integrated approach to an interest-based learning experience as students explore their strengths, interests, and values.

At Bostonia Global, regardless of a child's background, cultural experiences, and family history, all children will have access to educational experiences that present opportunities to excel in academic, social, and cross-cultural settings. All students will be on a track that will allow the opportunity for college. Coursework in school will engage the community on issues that are relevant and personal. Students will be able to compete and participate on a global scale.

Bostonia Global serves families in El Cajon, California and surrounding communities. A suburb of San Diego, the school is located 20 miles inland and can be reached by traveling east on interstate 8. Taylor Guitars and other small to medium size industries rest within city limits. Cuyamaca and Grossmont Colleges provide citizens with community college options and San Diego State University is a short 5 minute car ride from downtown El Cajon.

Bostonia Global Tk-8 and high school are located on separate campuses approximately 5 miles apart. Over the 2023/24 school year, Bostonia Global took over the Emerald Middle school campus with the current 6th and 7th graders being distributed to surrounding Tk-8 schools.

Bostonia Global (Tk-14) enrollment projection is based on 125 students at each grade level. High school enrollment priority is given to families with students enrolled in 8th grade at Bostonia Global. In addition, priority is given to students in surrounding communities with siblings attending Bostonia Global. Any remaining unfilled high school slots are filled using a random lottery. In the 2023-24 school year, approximately 191 students are enrolled grades 9-11.

Mission: Create a dynamic learning environment through the application of inquiry-based teaching methods that awaken student interest and engagement, and promote real world learning through continuous improvement and accountability, resulting in high academic achievement and community benefit.

Vision: Empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance and inclusion, and excellence.

Bostonia Global will reimagine the existing and highly regarded dual-language TK-8 school by phasing in high school and postsecondary grades until a TK-14 school is fully established. Signature design elements at all grade levels will serve as a catalyst for creating interest-based, authentic learning opportunities unique to each student. Design elements include:

Advisory

Often described as a "second family" by students, an advisory is a core organizational and relational structure that nurtures belonging. Learners stay with an advisor and a group of fellow classmates for multiple years, building close personal relationships that last a lifetime. Advisory experiences intentionally cultivate a learner-centered mindset by inspiring learners to develop the agency, skills, dispositions, and abilities needed to take charge of their learning journey. Advisors stand alongside students as they explore their passions and interests and help students turn challenges into learning opportunities.

World of Work

A national leader in early childhood career development, the Cajon Valley World of Work initiative engages students in hands-on experience right in their classrooms with a wide variety of careers, preparing them for their futures. World of Work uses each student's interests, values, and strengths to tailor exploration, simulations, and virtual field trips with career professionals. Beginning in the Freshman year, all high school and post-secondary students will leverage early childhood interest exploration to identify and serve off-campus internships with highly qualified mentors. Local partners such as San Diego Workforce Partnership and Biocom are already playing a role in defining World of Work opportunities and engaging with our students.

Difference Making

On-campus studio exploration empowers student entrepreneurs, makers, and inventors to impact their communities and world through their work and ideas. Students engage in community-based projects that tap their interests and strengths to make a meaningful difference in others' lives. Their impact is amplified by our school's multilingual, multiliterate, and multicultural approach to learning. An example may include designing, building, and installing an equine sensory trail for children with autism.

Competency-based

Each student is a unique individual with knowledge, skills, and dispositions developed through learning experiences inside and outside school. Our competency-based system creates equitable learning structures and conditions that empower each student to meet rigorous, common expectations for learning through timely, differentiated support. Central to our approach is an intense focus on student growth through meaningful feedback and permission for them to show how they are progressing in many ways.

Family Connection

Accomplishing our vision challenges us to think differently about how we work together with students, families, and our community. Truly personalizing education beyond mere academic work involves looking at each student holistically. Families know their children best and they must play a proactive role in their children's learning, collaborating in the planning and assessment of their student's work.

Reimagining Postsecondary

Our goal is to push beyond dual and concurrent enrollment in community college to a coherent TK-14 experience, moving toward a strengths-based, truly personalized postsecondary experience that results in gainful employment opportunities in our immediate community. It is not our intent to partner with a community college to mirror or offer their programs but to create an integrated approach that builds on our World of Work initiative by extending internship and coursework beyond high school. Post high school students will maintain a relationship with an industry mentor and receive "wrap-around" services. Their Bostonia advisor, social worker, career counselor, and support staff will ensure an Associates' degree and/or certificate completion.

Student Demographics and Recruitment

Bostonia Global serves a diverse El Cajon community speaking 4 primary languages including English, Spanish, Arabic, and Farsi. The school is projected to grow from 850 students to over 1,500 students over a 5-year period. The attached Bostonia Global enrollment projection for grades K-8 and 9-12 provides race/ethnicity, socioeconomic status, primary language, and students with disabilities information and compares the data to the Cajon Valley Union School District. Bostonia student recruitment and enrollment prioritizes families living in the CVUSD attendance boundary and uses a random lottery approach to ensure equitable access to the school by all families.

Challenge

Bostonia Global is CVUSD's first direct funded, dependent charter school. There exists an ongoing challenge to align Bostonia LCAP goals, CVUSD priorities, charter school program, and funding allocations and models.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Grades tK- 8 at Bostonia Global follow the tenants of a 90/10 dual language immersion program. The school's learning environment creates a multilingual, multiliterate, and multicultural learning experience. Students are taught in English and Spanish throughout grades Tk-8 and computer science is woven throughout the program making the learning experience trilingual. Lower elementary grades are primarily taught in Spanish and as students develop language skills, the balance between English and Spanish grows until middle school students experience a 50/50 percent learning experience throughout their school day. Students become fluent in Spanish and English with all 8th grade students taking the College Board Advanced Placement Spanish exam.

State and local assessment measures illustrate a strong academic program and school culture. Bostonia students routinely outperform their peers in the District, San Diego County, and State on the California Assessment of Student Performance and Progress (CAASPP) indicators. Like their peers, more Bostonia upper elementary students score meeting and exceeding grade level standards in English Language Arts than Mathematics. English only students' scores are strong when compared to their counterparts in other schools.

Based on the Fall 2022 California Accountability Dashboard, we found many successes and evidence of progress towards our district goals. Based on the English Learner Progress Indicator, we found that our biggest increase in performance was with our English Learner showing 53.6% of a total of 274 students making progress towards English language proficiency. According to the dashboard, 51.8% of our English Learners progressed at least one ELPI Level, 1.8% maintained an ELPI Level of 4, and 27% maintained their previous ELPI level.

Based on the Fall 2022 California Accountability Dashboard, English Language Arts Indicator, we found that our biggest increase in proficiency towards standards was within our Reclassified English Learners student group who indicated 12.7 points above standard and representing 69 students. .

Prior to school closures due to COVID19, we had determined a need for local assessment in ELA and Mathematics. In addition to a summative assessment, we found the need for a diagnostic assessment that would honor student growth as well as highlight student strengths and weaknesses. We needed data to be easily accessible to all staff members so as schedules changed or as new staff members were hired, everyone could access data to personalize learning to support students. Based on our iReady Diagnostic #3, given in May 2023, 37% of students were at or above grade level in ELA and 26% of students were at or above grade level in Math in K-8. Based on our Diagnostic #3, given in May 2023, 30% of students were at or above grade level in ELA and 23% of students were at or above grade level in Math in 9-12.

Based on local assessment data, 36% of our 3-8 students are projected to be proficient on the CAASPP Assessment in Reading and 21% in Mathematics. Projections are not available for 9-12 due to later implementation of the program this year.

In addition to monitoring the number of students performing at standard, we have focused on growth measures to ensure all students were making "typical growth" (one year's growth) each year. This metric is helping refine our Tier 1 MTSS structures in order to ensure the majority of our students are making growth from their starting point and not just measured against standard. In ELA, 40% of all students made typical growth in K-8. In Math, 36% of all students made typical growth in K-8.

In addition to our iReady diagnostic, we implemented a literacy acceleration program called Beable. This program delivers readings at each students' individual Lexile level based on course assignments, interests, and career goals. This high-interest program allows for student choice as well as targets students' individual literacy needs. Based on data collected in May 2023, high school students demonstrated a growth of 57 Lexile points. This is 38 Lexile points above the expected Lexile growth. This positive growth after a few months of implementation is exciting and we are hopeful that this program will continue to engage students while also supporting literacy acceleration.

Utilizing a new measurement (Kelvin) focused on SEL, Student Culture/Climate, and Diversity/Inclusion, we found high levels of positive feedback in the areas of Self-awareness, Social Awareness, and Growth Mindset. Highest scores were found in our Pacific Islander subgroup with 78% of students showing growth in the area of Curiosity and 61% in the area of Perseverance. In addition, 64% of all high school students demonstrated positive feedback in the areas of Diversity and Inclusion, and Teacher-Student Relationships.

The pandemic has demanded a tier 3 response that is responsive in nature. In the long term, it is important that we build the capacity of all educators at a tier 1 level to build environments and develop skills that will minimize the likelihood of challenging behaviors and overwhelming mental stress. Directing focus and resources toward Tier 1 interventions will ensure that all kids, specifically our most vulnerable students and students with a history of disproportionality, are receiving the instruction and support they need to become independent and productive learners in our classrooms.

Bostonia Global has a Comprehensive Guidance Counseling Center designed to meet the needs of each student based on the Multi-tiered Multi-domain System of Support and ASCA National Model for School Counselors. These areas include school guidance curriculum, individual student planning, small group support, responsive services, and parent engagement. All students, parents and staff have access to a Virtual Help Slip referral process that ensures each person has access to a School Counselor and our CVUSD Mental Health Virtual Resource Center.

As a way to assess student needs, School Counselors in the 2022/2023 school year used a district created needs assessment that allowed students to confidentially respond to questions about happiness, safety, belonging and wellbeing. We were successful at gathering student voices and concerns early in the school year so that we could use the data to drive a variety of intervention decisions. For example, many students reported to feel a fair amount of stress about returning to in person learning and school. School Counselors responded to this data with guidance lessons that taught students coping strategies, and managing strong emotions. In a post survey after middle school guidance lessons, students overwhelmingly reported feeling more calm and connected to their classroom environment. This year we decided to pause the needs assessment so our team can research and determine best practices on using this type of survey and data.

Guidance Curriculum is defined as developmentally appropriate lessons designed to assist students in achieving the competencies and national standards related to school counseling. Throughout the year, school counselors use pre/post data to determine if students are acquiring a positive attitude, skills and knowledge for each priority standard taught before and after guidance lessons. In a sampling pre/post survey of elementary school students, 75% of them were able to comprehend and express understanding of Managing Strong Emotions, Using Coping skills, and Problem-Solving Strategies. After a guidance lesson related to self advocacy, 96% of the students could name appropriate ways to advocate for what they need without becoming upset. After the Conflict Escalation lesson 92% of 3rd-5th graders were able to identify 3 or more "conflict escalation" words or actions and 3 or more "conflict de-escalation" strategies and words to reduce conflicts. Explicitly teaching these skills has led to a reduction in out of class time that may lead to disciplinary action.

Individual Student Planning is defined as ongoing individual student academic review and support for our most at risk and supporting students on positive behavior support plans and improving student dispositions. School Counselors have changed the approach from academic counseling as a stand-alone. We now incorporate the World of Work and Motivational Interviewing strategies and focus on a student's strengths, interests, and values to increase motivation around learning, growth mindset, and academic achievement. Because School Counselors are also Educationally Related Mental Health Services Providers, School Counselors have been trained in developing, measuring and co-developing social emotional goals for IEPs. To date, 1,680 Students participated in general education individual counseling sessions and 231 Students participated in weekly ERMHS counseling sessions as indicated on their IEP. Each school measured student progress using student feedback, teacher and parent consultation, behavior, grades and attendance. Collectively, 78% of students receiving ERMHS services are making progress toward their social emotional goals.

Small-Group Support is defined as an ongoing small group counseling support to help students with peer relationships, attendance, coping strategies, anger issues, impulse control, and other issues. Data is used to identify and determine the level of need for each student based on Behavior, Grades and Attendance for this tier two level of support. Teachers, administrators and parents can request that a small group supports their child during school hours. During T1 & T2, 227 small group counseling supports were provided to students.

Based on the Fall 2022 California Accountability Dashboard, Chronic Absenteeism, we celebrate an overall decrease in chronic absenteeism for all students by 0.9%. Along with all students, Students with Disabilities (4%), English Learners (1.1%), White (-3.9%), Hispanic (-0.7%), and Two or More Races (-7.5%) student groups showed a decline in chronic absenteeism. Based on the Fall 2023 California Accountability Dashboard, Suspension Conditions and Climate Performance Indicator, we celebrate maintaining less than 1.5% of all students being suspended.

In May 2023, we administered our Annual Student Gallup survey. Our goal for this data is to continue to increase school usage of the data for strategic planning and triangulation with parent and staff Gallup data by site administrators as well as for teachers to use the data for program evaluation. As a school, we outperformed the national averages in Student Engagement. Our highest performing question was "I have a best friend at school". In addition, we saw increases in "the adults at my school care about me" which saw a growth of .04% among students.

In May 2023, we administered our Annual Parent Gallup survey. Our overall district parent engagement is at 36% in K-8 and 34%, which is higher when compared to the national average of 20%. We are celebrating our success in parent and family engagement. Our highest

performing questions were, "Leadership always treats me with respect", "My school environment is welcoming", and "I feel proud to be a parent at my child's school."

In May 2023, we administered our Annual Staff Gallup survey. We found that 49% of our staff members reported being actively engaged. Our highest indicators were "My colleagues are committed to doing quality work.." and "My manager, or someone at work, seems to care about me as a person."

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, Bostonia Global's students outperform their peers attending local, regional, and state schools. These results mask important achievement differences among student groups. A more detailed analysis of individual student groups reveals significant achievement gaps, and school climate and engagement experiences among students.

Disaggregating English Language Arts and Mathematics achievement by language proficiency shows English only students outperform English learners by a wide margin within the school. In addition, English language learner proficiency progress lags when compared to students in other Cajon Valley schools. While the achievement gap between English only and economically disadvantaged students is less than peers in other schools, the gap has continued to grow wider due to the impacts of the pandemic. With the addition of 9-12 data, we have seen these impacts and gaps continue to become more drastic.

Based on the Fall 2022 California Accountability Dashboard, we identified areas of need in each indicator based on low performance and significant performance gaps. Based on the California Dashboard, English Language Arts Performance Indicator, we found our performance level for all students to be "Low". On average, our students are performing 28.2 points below standard. When reviewing our student groups, we found a significant need in the English performance of our Students with Disabilities., English Learners, Hispanic, and Socioeconomically Disadvantaged. On average, our students with disabilities are performing 99.5 points below standard, English Learners are performing 59.3 points below standard. our Socioeconomically disadvantaged are performing 42.5 points below standard, and our Hispanic students are performing 38.1 points below average. Current English Learners are also demonstrating low performance with students testing 85.0 points below standard.

Based on the California Dashboard, Math Performance Indicator, we found our performance level for all students to be "Low". On average, our students are performing 67.2 points below standard. When reviewing our student groups, we found a significant need in the English performance of our Students with Disabilities., English Learners, Hispanic, and Socioeconomically Disadvantaged. On average, our students with disabilities are performing 119.5 points below standard, English Learners are performing 93.1 points below standard. our Socioeconomically disadvantaged are performing 78.8 points below standard, and our Hispanic students are performing 77.1 points below average. Current English Learners are also demonstrating low performance with students testing 93.1 points below standard.

A close examination of CAASPP mean scale scores reveal all students are strongest in procedural skills and knowledge. Scores are lower in higher cognitive reasoning, problem solving, modeling, and data analysis. This finding seems to be validated by local assessment data trends found in i-READY.

In the 2022/23 school year, we implemented the iReady diagnostics as well as the iReady Teacher Toolbox and Personalized Instruction to give staff the tools needed to target student needs in ELA and Math. In addition, we have implemented the Beable program to target literacy acceleration based on student interest and career exploration. Of course supplemental online programs are only as strong as how they are implemented into the learning environment. We see a need for continued support and professional learning in these programs, especially in the data analysis and usage of data to drive instruction.

With the addition of 9-12, we have found a significant need for reading support and math support for our students performing below grade level. Based on 22/23 iReady diagnostic, we found that 62% of all 9-12 students are two or more reading levels below grade level. 88% of our English Learners are two or more reading levels below grade level. 52% of our Socioeconomically Disadvantaged are two or more reading levels below grade level. In mathematics, we found that 74% of all students are two or more grade levels behind. 94% of our English learners are two or more grade levels behind.

Based on our annual Gallup parent poll, although we outperformed the national norm for parent engagement by 11% (K-8) and 9% (9-12), we still see a large area of growth within our "Indifferent" category. Gallup classifies "indifferent" as individuals that are emotionally and rationally neutral. While not necessarily negative about the school, they lack the positive energy that is found with fully engaged parents. Since about 55% of our parents fell into this category, our next steps are to increase our parent engagement work to include more parents.

Based on the California Dashboard, Suspension Conditions and Climate Performance Indicator, we found our performance level for all students to be "low". As we focus on supporting the diverse race, ethnicities, and language communities that make up our Cajon Valley community, we have a need for creating a consistent welcoming and restorative attendance and behavioral program. We have begun the work on developing consistent and predictable access to counselors and mental health clinicians across all sites. This year we have also focused on developing balanced and comprehensive counseling models districtwide. For the 22/23 school year, we developed priority standards for Social Emotional Learning. Over the next few years our goal is to ground lessons and activities in SEL priority standards. We are extending our restorative work to include creating a restorative referral system that includes clear pathways to help students recover from challenges, including specific steps to welcome students back from suspension in order to reduce the number of students with multiple suspensions.

As part of a school support team, school counselors provide critical social-emotional and academic support. Through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path for success now and in the future.
The CDC estimates that over 5 million children ages 3-17 suffer from anxiety disorders, 5 million have behavioral problems and almost 3 million are depressed. The recent pandemic only increased feelings of anxiety and left many children reporting feeling hopeless. In our most

recent 2021 California Healthy Kids Survey, 20% of Cajon Valley elementary school students reported feeling sad frequently. 43% of our middle school students lacked a feeling of optimism and almost 40% did not feel connected to their school community. Even more alarming, 30 percent of our middle school students reported chronic feelings of sadness and hopelessness. "Mental health is an important part of children's overall health and well-being. Mental health includes children's mental, emotional, and behavioral well-being. It affects how children think, feel, and act. It also plays a role in how children handle stress, relate to others, and make healthy choices." (March 2023 CDC) School Counselors are an integral part in addressing mental health and the needs of the whole child. During Trimester one and two, 75 students received Tier 3 type support from a School Counselor specifically designed to help students after a self harm risk screening or mental health challenge.

Students with disabilities may be more vulnerable to adversity. When students with disabilities are provided with counseling services that focus on improving social and emotional skills, they have better emotional capabilities, improved social skills, are more self-motivated, empowered to make good decisions and set positive goals.

Currently, 50 students receive weekly counseling sessions provided by a School Counselor. 77% of those students receiving ERHMS counseling services are making progress toward their social emotional goals.

School Counselors also take the lead on many state and assembly bill School District requirements. In Cajon Valley, all students receive explicit instruction from a School Counselor related to social emotions skills and knowledge that increase protective factors to reduce high risk behaviors. Students in middle school receive specialized curriculum related to bully prevention, tobacco and vaping use prevention, human trafficking prevention and suicide prevention. All Cajon Valley school site staff are trained by School Counselors on the Signs and Symptoms of Suicide, Human Trafficking Prevention, and O'Donnell. Safe schools: Safe Place to Learn Act. School Counselors also engage parents by providing parent presentations on each topic as well. These additional requirements, even though well intended by these laws, have increased the responsibilities of the School Counselor at each site. However, it is critical that we address these difficult topics with fidelity and urgency. Tobacco use among preteens and teens is now considered an epidemic level according to the Surgeon General and CDC. Suicide is the second leading cause of death among children ages 10-14 (October 2022 CDC) According to the San Diego County District Attorney's Office, "San Diego is one of the country's hotspots for trafficking – the FBI has ranked San Diego as one of the 13 worst regions in the United States with up to 8,000 victims per year." Recruitment for Human Trafficking often begins at age 7 and by age 16 those youth are often trapped into being trafficked. School Counselors have the expertise and training to ensure that each person in Cajon Valley has the knowledge and skills to address these pressing matters so that our students can thrive in safe and supportive schools while becoming their best possible future selves.

Student Engagement:

Through a local survey given in Fall 2022, we have determined that all students have access to a broad course of study. Within this survey, we have found the degree of access is what varies across sites, grade levels, and student groups. Our two groups with the most varied access were our English Learners and Students with disabilities. Throughout the 21-22 school year, we worked with all of our middle school tocollect data on which middle school schedule structures were the most beneficial for English Learning progress. Our goal is to focus on integrated ELD across all learning, including enrichment and electives as well as provide effective designated ELD instruction to all English Learners. Learning units based on student interest and personalized needs will support every student's individualized education plan. GLAD training is offered throughout the year for all teachers that have not had access to the training in the last five years. We will continue to

explore systematic barriers that vary consistent access for our students to broad courses of study within the school day. We will be using this information to build and target our before and after school enrichment programs as well as our summer school programs.

Based on the California Dashboard, Chronic Absenteeism Engagement Indicator, we found our performance level for all students to be "very high". When reviewing our student groups, we found significant need in our Socioeconomically Disadvantaged group. Based on current data, chronic absenteeism rates have continued to increase. Within this increase, we have found a disproportionate amount of Socioeconomically Disadvantaged falling into the chronically absent category.

Based on this data, each site developed an attendance and engagement team, offering tiered systems of support for families. Part of the outreach included team conversations and outreach to families to identify barriers, providing counseling for students/families in need of support, as well as academic support for students in need. Additionally, a District attendance and engagement team was formed to provide interventions for families in need of support that surpassed those that individual sites had the resources to provide. CVUSD Attendance and Engagement activities focused on LCAP goal 2: All schools promote a positive school climate and offer programs that promote health and wellness. During this timeline, the following were developed and implemented:

Provide student attendance counseling services for those students who are chronically absent.

Decrease student adult ratio to increase positive personal contact in order to develop positive inclusive relationships for students and additional access time for parents inquiring about the educational program in school offices.

Provide Support Services for at-risk youth, English Learners, homeless, and foster youth.

Provide trauma-informed care professional development.

Partner with El Cajon Collaborative to increase family support services.

Utilize the district's Student Intervention Attendance notification program more effectively

Efforts to impact chronic absenteeism are currently facing several challenges. One of the major challenges is the lack of time and consistency for meeting regularly around this work, which hinders the progress of the teams involved. Another challenge is that teams lack skills for understanding data and building interventions, which can impede the effectiveness of the strategies implemented. Sites would benefit from intentional time designed to build capacity of teams as well as time to consistently track and analyze attendance data to determine needs.

Due to the wide range of barriers that can affect attendance, it is important to identify additional staff who can help launch the work. Ideally this would include those familiar with attendance data, parent engagement activities, student behavior, family supports, as well as the ability to help engage other teachers. Whether this is a team devoted exclusively to attendance or an existing team that has attendance added to its broader functions and responsibilities, the shift in the monitoring of attendance from a single individual to include other individuals such as APs, family liaisons, office support, teaching teams and site nurses could incorporate the insight from a wider lens of team members. With the inclusion of a larger group of support from these individuals, sites could better build out Tier 1 and 2 interventions, which tend to be under utilized. Sites need intentional time to look at data and determine barriers in order to provide effective support. This could result in fewer students requiring extensive Tier 3 interventions.

Finally, assumptions are often made about families, which can result in ineffective interventions. There is a need to incorporate the student and family voice in the decision-making process to ensure that the interventions implemented are appropriate and effective.

To effectively impact chronic absenteeism, several current needs must be addressed. Firstly, intentional time needs to be built-in for capacity building for Principals, APs, and counselors. This will enable the teams to develop the skills required to understand data and build effective interventions.Secondly, sites need adequate time and capacity to look at data to determine barriers and build effective supports for planning attendance campaigns at Tier One and interventions at Tier Two. Using an inquiry model can help identify what to look for and what questions to ask, making the process more efficient.Thirdly, systems need to be built for student and family voice to ensure interventions implemented are effective and appropriate. This will require involving them in the decision-making process to identify barriers to attendance and create solutions. Finally, district support is essential in terms of providing trimester data, capacity building, goal setting, and monitoring support. This support will enable sites to track their progress and make necessary adjustments to ensure they achieve their goals of reducing chronic absenteeism.

Student Safety:

The District Safety Committee was established in March of 2023. The committee consists of three CVEA members, and three district administrators. The goals of the committee are as follows: to understand current local, state, and federal laws/policies related to student support and discipline; analyze data related to student needs and developmentally expected behavior and trends in CVUSD schools; co-design training necessary to implement a cohesive response plan, protocols, and procedures; ensure the district's response plan, procedures, and enforcement are free of discrimination; make recommendations based on data aligned with local, state, and federal policies. The committee is tasked with creating a districtwide plan to implement minimum standards for site behavior plans, which include prevention, instruction, intervention, and response to behavior. Once the district wide plan is established, the committee will meet quarterly to monitor site implementation plans and monitor data to ensure that policies and practices are being administered by district staff in an unbiased, non-discriminatory manner.

School Engagement

* In the 22-23 school year, 30% of African American students were CHRONICALLY ABSENT.
* The percent of CHRONICALLY ABSENT two or more races is 20%.

School Climate

* Due to the pandemic, suspension rates have decreased significantly. Our current suspension rates are less than 1% in K-8, and less than 2% for 9-12.

English Learner Progress

* 43% of Bostonia English Language Learners made progress toward ENGLISH LANGUAGE PROFICIENCY. Approximately 5% less than their peers in Cajon Valley.

California Assessment of Student Performance and Progress (CAASPP)

LITERACY by Student Groups

* English Learner students' results significantly lagged other student groups with 17% meeting or exceeding standard in K-8 and 3% meeting or exceeding standard in 9-12.
ELA: Based on the California Dashboard Additional Report, the "all students" group status level was Low -28.2 with the average distance from standard being 28.2. For students with disabilities, they scored at the Very Low status level, with average distance from the standard as -99.5. By race, student groups of White, scored in the Very High Status level. Students identified as Hispanic, Socioeconomically disadvantaged and English Learners were in the Low status level. Participation rate in ELA for students with disabilities was 99%.

MATHEMATICS by Grade Level

* Math performance decreases by grade level.

MATHEMATICS by Student Group

* English Learner students' results significantly lagged other student groups with 14% meeting or exceeding standard in K-8 and 6% in 9-12.
* 12% of Students with Disabilities met grade level standards with no students scoring exceeding standard in K-8 and 9-12.
Math: Based on the California Dashboard Additional Report for math, the "all students" group scored at the Low status, with average distance from the Standard -67.2. For students with disabilities, they scored in the Very Low status level, with an average distance from the standard of -119.5. By race, student groups of White, scored in the Medium Status level. Students identified as Hispanic, English Learners, and Socioeconomically Disadvantaged scored in the Low status level.
Participation rate in ELA for students with IEPs was 99%

CAASPP 3-Year Cohort Trends

NOTE: Student cohort data may not represent the exact same student group.

LITERACY Mean Scale Scores (Maximum Scale Score = 2701)

* English Learner students increased by 57 points.
* Above standard level in reading, writing, and research skills decreased by approximately 4 points over the time span.
* Students with disabilities scores increased by 67 points.
* Above standard level in reading, writing, and research skills increased by approximately 2 points over the time span.

MATHEMATICS Mean Scale Scores (Maximum Scale Score = 2700)

* English Learner students increased by 38 points.
* Above standard level in concepts and reasoning skills decreased by approximately 8 points over the time span.
* Students with Disabilities increased by 52 points.
* Above standard level in concepts and reasoning skills decreased by approximately 2 points over the time span.

READING GROWTH
* 40% of all students made Typical Growth on Diagnostic #3 in K-8.
* 38% of English Learners made Typical Growth on Diagnostic #3 in K-8.
* 39% of Socioeconomically Disadvantaged made Typical Growth on Diagnostic #3 in K-8.
*Growth data is not available for 9-12 due to later implementation of the program.

MATHEMATICS GROWTH
* 36% of all students made Typical Growth on Diagnostic #3 in K-8.
* 39% of English Learners made Typical Growth on Diagnostic #3 in K-8.
* 36% of Socioeconomically Disadvantaged made Typical Growth on Diagnostic #3 in K-8.
*Growth data is not available for 9-12 due to later implementation of the program.

Safety materials:

The California Healthy Kids Survey shows that 60% of middle school students perceive their school as "very safe or safe," 28% report being afraid of being beaten up, 12% report having been in a physical fight, and 9% of middle schoolers report having seen a weapon on campus. Additionally, 80% of elementary school students report feeling safe at school, 43% report being hit or pushed, and 9% of elementary school students report having seen a weapon on campus.

Handheld receivers are necessary for effective communication and coordination during emergency situations in a school setting. They allow for the administration team and office staff to communicate directly with the security team and provide updates during an incident or emergency. Additionally, handheld receivers enable the security team to coordinate with each other when responding to an incident or emergency on campus. In combination with other redundancy methods like PA systems and alert systems, handheld receivers maximize coverage and enhance the safety and security of students and staff during emergency situations.

The Raptor Visitor Management System is essential for enhancing safety and security in a school setting. It checks for sex offenders, custodial issues, and TROs, and immediately alerts the security team when there is a match. It also allows for the security team to document and customize alerts, such as parents who have been served temporary stay away letters. With batch printing, the system enables users to run a batch of visitors through the checks and print their badges in advance of a school event where many visitors are expected. The Raptor system helps to prevent potential threats from entering the school premises and ensures a safer environment for students and staff.

LCAP Highlights

When fully enrolled, Bostonia Global will comprise a single school representing grades Tk-14. Bostonia is a dependent charter school authorized by the CVUSD. The school will receive technical assistance and expertise from all divisions within the school district. Bostonia Global leadership and stakeholder groups will work closely with district teams to monitor and evaluate the program. Monitoring and evaluation support will include but are not limited to membership in district Principle Council, Parent Advisory, and English Learner Committee. District Education Services, Business Services and Human Resources will serve as oversight to ensure district and state policy and law is implemented with fidelity.

Bostonia Global seeks to provide a clear vision and communication to all stakeholders to ensure a continuous improvement process across Tk-14. The school will develop a "state of the school" infographic and presentation for review by all stakeholders with the goal of creating a historical LCAP participation and effect archive.

Cajon Valley Union School District Profiles of Graduates committee explored high school graduation requirements. Over a 9-month process, students, community and business leadership, teachers, and district leadership crafted an overarching framework, competency descriptions, rubrics, and student evidence examples. The LCAP goals reflect the graduate profile to ensure alignment from Tk-14. The framework is embedded in Bostonia Global design elements and LCAP goals.

The six Bostonia Global LCAP goals are informed by our school community and educational research to ensure improved practices and services to support the academic and socio-emotional growth of all students. These goals align graduation requirements, learning conditions, and an equitable learning environment for all students. Bostonia Global Learning Goals are as follows:

1) Ensure High Quality Work: Bostonia students create high-quality, meaningful work characterized by multilingual, multiliterate, and multicultural learning, curiosity and exploration of the world, communicating Ideas, and making a difference in local, regional, and global contexts. (CA Priorities 2,3,5,7,8)

2) Advance Student-Centered Learning: Bostonia students' learning and assessment experiences are shaped by their interests, strengths, and values. (CA Priorities 2,4,5,7)

3) Build Healthy Relationships: Bostonia students thrive by striving to be the best possible self through developing self awareness, sense of purpose and accountability, self directed learning, collaborative action, and personal wellbeing. (CA Priorities 1,5,6,9,10)

4) Support Struggling Learners: Bostonia advisors will provide targeted interventions to students in need of additional support. (CA Priorities 4,5,6,9,10)

5) Ensure Multiple Post-Secondary Options: Bostonia students are prepared to achieve gainful employment and/or pursue postsecondary learning options. (CA Priorities 4,7)

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.

At this time, Bostonia Global is not identified for comprehensiva support and improvement.

Support for Identified Schools

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

At this time, Bostonia Global is not identified for comprehensiva support and improvement.

Monitoring and Evaluating Effectiveness

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

At this time, Bostonia Global is not identified for comprehensiva support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

On July 1, 2021, Bostonia Language Academy transitioned to a district dependent charter and established a new Local Education Agency (LEA) with Cajon Valley Union High School District as the authorizing body. The initial LCAP used Bostonia Language Academy's 2020-21 School Plan for Student Achievement (SPSA) as a foundational document. In accordance with the school charter, a School Advisory Board (SAB) was formed. To facilitate LCAP development prior to opening as a charter school, existing Bostonia Language Academy School Site Council members, students, and community members serve as the SAB. The council seeks LCAP input from the larger school community via town hall meetings, family surveys and questionnaires, and interviews.

Bostonia Global has implemented a comprehensive feedback system to gather input and feedback from various stakeholders, including families, classified and certificated staff, students, and DELAC. Specific dates are set aside for input meetings for each stakeholder group, and School Advisory Board (SAB) committee meetings serve as a platform for discussing feedback and making new recommendations. Bostonia Globla has also made efforts to expand student voice in decision-making by ensuring that scholars are invited to provide their perspectives on LCAP goals.

Overall, this feedback system is essential for improving service for both internal and external customers and helps the school system gain a deeper understanding of the needs and priorities of each stakeholder group. By listening to and understanding the views and feedback from educational partners, Bostonia Global has been able to shape and improve its services. The inclusion and expansion of student voice in district decision-making is particularly noteworthy and will expand in the 2023/2024 school year. Feedback on LCAP goals, actions, and services are provided by the SAB, DELAC, leadership team, and design teams. Bostonia Global's commitment to transparency and accountability in its decision-making processes is further demonstrated by the mid-year governing board presentation goals and LCAP governing board public hearing.

Family Stakeholder Meetings:
September 16, 2022
October 14, 2022
December 9, 2022
January 27, 2023
March 10, 2023
May 12, 2023

Bostonia Global SAB Meetings:
October 6, 2022
December 8, 2022
January 19, 2023

February 23, 2023
March 9, 2023
April 20, 2023
May 11, 2023

Student Gallup Poll Survey: March 2023

Parent Gallup Poll Survey: March 2023

District English Learner Advisory Committee (DELAC) LCAP Review Meeting: May 24, 2023

Mid-Year Governing Board Presentation Goals #1-3: January 10, 2022

LCAP Governing Board Public Hearing: June 13, 2023

LCAP Adoption Board Meeting: June 27, 2023

Beginning in the 2023-2024 school year, CVUSD will expand our current student advisory team that provides input and feedback related to our LCAP.

A summary of the feedback provided by specific educational partners.

A comprehensive LCAP survey was completed by 198 Bostonia Global community members including students, families, and staff. The survey data revealed a common trend among groups. Over 50% of respondents, select the High-Quality Learning Experiences goal as a top priority. Nearly one-third of respondents identified Healthy Relationships and Student-Centered Learning as a top goal. More specifically, survey results show instruction and socioemotional learning as most important focus areas in an equitable learning environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

LCAP measures and actions align to overall input from stakeholders over a two-year time period. Bostonia stakeholders are seeking a learning environment emphasizing developing the whole student – academic growth and socio-emotional development. Learning experiences personalized to individual student interests, strengths, and values. Minds-on, Hands-on, and Hearts-on tasks that challenge students to tackle global issues and challenges. At the same time, ensuring strong literacy and numeracy knowledge and skills in both English and Spanish. As a result, 0ur LCAP goals represent our stakeholders' input. Our LCAP goals include: High-quality Learning Experiences, Student-centered Learning, Healthy Relationships, Academic Support, Multiple Postsecondary Options, and Family Connections.

Goals and Actions

Goal

Goal #	Description
1	Ensure High Quality Work: Bostonia students create high-quality, meaningful work characterized by multilingual, multiliterate, and multicultural learning, curiosity and exploration of the world, communicating Ideas, and making a difference in local, regional, and global contexts. (CA Priorities 1, 2,3,5,7,8)

An explanation of why the LEA has developed this goal.
Over 50% of students, families, and staff identified equity and inclusion as a growth area and focus at Bostonia Global. In the survey, equity and inclusion was defined as, fair outcomes, treatment and opportunities for all students. Equity is top priority in the charter developed during the 2019 – 20 school year. Portraits of Graduates development group consisting of students, families, community leaders, and educators identified and developed graduate expectations, indicators, and rubrics defining academic success and high-quality work with an emphasis placed on foster youth, English learners, and low-income students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Participation in trimester Exhibitions	% of students participating in trimester exhibitions in 2021-22	Based on local school data for the 2021/22 school year, 98% of students grades Tk-10 participated in trimester Exhibitions.	Based on local school data for the 2022/23 school year, 97% of students grades Tk-10 participated in trimester Exhibitions.		95% of students participating in trimester exhibitions
Student Leveling Up	% of students scoring meeting or advancing in all grade span competencies in 2021-22	Based on local school data for the 2021/22 school year, 60% students scoring meeting or advancing	Based on local school data for the 2022/23 school year, 54% students scoring meeting or advancing		75% of students score meeting or advancing on all grade level competencies
Ted X	Based on our 18-19 CAASPP Assessments, we found that the	63% of all students had designated time for presentation literacy	70% of all students had designated time for presentation literacy		90% of all students will have designated time for a site TEDEd club.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	listening and speaking domain was a primary area of need for our unduplicated students. Presentation Literacy will provide students an opportunity to express ideas clearly, concisely, and confidently. Building successful communication skills to improve	through the form of a TedEd club.	through the form of a TedEd club.		
Avant Writing Assessment (grades 3, 5 and 8)	% of students scoring intermediate or advanced in grades 3, 5, and 8 2020-2021	This was not used due to shift in need and ability of online program to support goal.	This was not used due to shift in need and ability of online program to support goal.		Increase the % of students scoring intermediate or advanced by 15%
Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials) (Priority 1)	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	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	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		21-24 There will be no teacher misassignments including English Language Learners. There will be no vacant teacher positions. There will be no students without access to their own copy of standards-aligned instructional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	materials for use at school and at home.	materials for use at school and at home.	materials for use at school and at home.		materials for use at school and at home.
Priority 2- Standards Implementation Local Indicators: Implementation of State Academic Standards (Priority 2) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.17 Standards Aligned Instructional Materials: Overall Mean Score: 3.13 Identifying Areas of Need in Instruction: Overall Mean Score: 2.76 Implementing Academic Standards: Overall Mean Score: 3.30 Admin Support in Implementing Standards: Overall Mean Score: 2.99	Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.2 Standards Aligned Instructional Materials: Overall Mean Score: 3.2 Identifying Areas of Need in Instruction: Overall Mean Score: 2.8 Implementing Academic Standards: Overall Mean Score: 3.4 Admin Support in Implementing Standards: Overall Mean Score: 2.9 Recently Adopted Academic Standards and/or Curriculum Frameworks:	Professional Learning for Teaching Academic Standards: Overall Mean Score: 3.3 Standards Aligned Instructional Materials: Overall Mean Score: 3.1 Identifying Areas of Need in Instruction: Overall Mean Score: 3.2 Implementing Academic Standards: Overall Mean Score: 3.5 Admin Support in Implementing Standards: Overall Mean Score: 2.7 Recently Adopted Academic Standards and/or Curriculum Frameworks:		21-24 Increase Overall Mean Score in each area by 0.2

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Overall Mean Score: 2.7	Overall Mean Score: 2.9		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Principal Salary	Oversight of the school academic and assessment programs	$394,944.00	No
1.2	Teacher Advisor Salary (K-12)	General education teaching and learning advisors	$4,652,944.00	No
1.3	Instructional Materials and Supplies (K-12)	Equipment and materials used in teaching the core curriculum	$54,456.00	No
1.4	Additional Certificated (K-12)	Guest teacher advisors to support core content for foster youth, English learners, and low-income student groups	$1,217,714.00	Yes
1.5	Office Admin Assistant and Office Assistant II (K-12)	Direct technical support to Director and Principal. Works with LEA to monitor budget, human resources, and other logistics	$452,786.00	No
1.6	Supplies, Services, and Equipment (K-12)	Maintain general facilities maintenance and safety. Provide classroom supplies and equipment such as science laboratory equipment	$355,208.00	No
1.7	Computer software and subscriptions (K-12)	Student and teacher advisor software used in the core curriculum. Includes student diagnostic and assessment tools.	$207,439.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Supplies, Equipment, and Utilities (K-12)	General facility maintenance	$363,660.00	No
1.9	Copier Maintenance and Supplies (K-12)	Instructional and office copies	$7,850.00	No
1.10	Student Transportation (K-12)	Student transportation to learning experiences	$37,330.00	Yes
1.11	Travel (K-12)	Teaching and learning conferences for teacher advisors and administration	$8,725.00	No
1.12	Special Education Advisors and Support Staff	Special education services are provided by the district.	$1,508,950.00	No
1.13	General Services and Administration provided by CVUSD	Fiscal Support, Personnel, Purchasing, Logistics, Long-Range Planning, Information Technology Services	$774,271.00	No
1.14	Transportation for Special Education Students	Transportation services provided by CVUSD	$157,215.00	No
1.15	Classified Support	Campus Supervision and Clerical Support	$274,294.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

While the majority of planned actions were implemented, a few areas lacked results as compared to our original plan. School-wide implementation of Avant as the primary indicator of language growth shifted. Instead, a greater focus on iReady was determined to be more efffective in measurement. In addition, local indicators demonstrated a need for gretaer administrative support specifically regarding curricular supports. TEDed Clubs supported only 70% of our students. Our goal this year was to have 80% of students integrating with

curricular supports thorough TEDed Clubs. Each trimester, students participated in Exhibitions that demonstrated both learning and growth. During the exhibition, students received feedback from their families, peers, and Advisors. These exhibitions represented our authentic assessment system that tracks student academic and socio-emotional progress and invited families into the learning process. This ensured no student was overlooked and established reciprocal accountability among student, family and school. At Bostonia Global scholars are provided opportunities to meet their grade-level competencies in a variety of ways throughout the school year. Time is provided for any scholars who may need additional support to make-up or improve upon class work that has been assigned throughout the school year. There were no identified differences in the planned and implemented actions.

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.

Overall goal 1 was within 5% of the budgeted expenditures. Some supplies and travel actions were higher than planned due to inflation and additional funding available due to allowable expenditures being made out of federal COVID and local grants funds.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, the actions in this goal were very effective in engaging students in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

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

During our analysis of the goal, we discovered that many of our staff members did not feel that they had adequate training and/or support with regards to implementation or school goals/metrics. Given that the middle and High School are in their first years of implentation, greater focus will need to be directed towards specific and targeted professional development. Targeted professional development is needed in the areas of Exhibitions, Leveling Up, Advisory, and Content Areas such as math, literacy, and project development. In addition, specific vendor contracts will be added to support targeted professional development and growth in each of these areas. To support our Literacy growth, additional funds will be allocated towards additional staffing positions to provide interventions and support. To increase site participation in TEDed clubs, we will be offering the clubs as a structured part of our extended learning opportunities on each site. This will allow for additional, planned time for student and staff to work together after school while still taking advantage of the after school offerings. Our action steps will include meeting with student groups to get their input on these specific questions to change our practices and help students engage in their strengths throughout the school day.

PD Days
Teacher training is essential to ensure every staff member is equipped to integrate research based career development principles. The Cajon Valley Professional Learning Model is built on staff choice. Staff members have a variety of synchronous and asynchronous PL options available to them through Cajon 365 and our PL Academies. The choice offered to staff members provides challenges in data collection. Staff members might have participated in WoW PL in the early days of the initiative six years ago, but the data we have access to did not track that participation. This data illustrates the challenges in tracking data around optional PL. Moving forward, we can collect the data

around the skills and knowledge that teachers have to integrate career development work through classroom walk throughs and/or teacher/administrator surveys.

WOW Program
The lessons in Beable provide students with equal access to career related learning across the district. While the lessons help students expose students to a variety of careers available to them, they do not fully reflect the vocational identity students are building. As it is possible for teachers to implement the World of Work initiative in the classroom through rich, hands on experiences for students, Bostonia Global can measure the successes of the World of Work initiative through teacher, student, and administrator surveys to better understand the level of career exposure and the how students set goals around their post secondary choices. Due to the limited instructional time during the day, staff will encourage students to prioritize their weekly career readiness readings (Beable), completing two per week. Beable coursework, a current metric, will be offered as an extension activity for students who have extra time outside of class. The current expectation and number of readings may not be feasible for all students.

Career Focused Off Campus Student Experiences
Participating in Biztown and other grade level. career focused off campus experiences holds significant meaning for upper primary (UPP) students. It allows them to apply academic knowledge in real-world scenarios, bridging the gap between theory and practice. UPP students gain exposure to various careers, aiding them in making informed decisions about their future paths. Additionally, the experience fosters the development of essential life skills such as collaboration, problem-solving, and effective communication.

TEDx
Due to the nature of after school clubs, the opportunity to join a TED Ed club is not feasible for all students. Moving forward, Cajon Valley is developing a curriculum that integrates with World of Work and facilitates all students across the district developing presentation literacy skills through preparing a Ted Talk.

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.

Goals and Actions

Goal

Goal #	Description
2	Advance Student-Centered Learning: Bostonia teachers design classroom instruction based on student interests, strengths and values and provide access and challenge for all students, encouraging them to investigate the world, think deeply, communicate ideas, and achieve gainful employment. (CA Priorities 2,4,5,7)

An explanation of why the LEA has developed this goal.

Approximately 70% of students, families, and staff identified high quality instruction as a growth area and focus at Bostonia Global. In addition, over one-third of Bostonia educators surveyed identified instructional materials as needing improvement. Educator grade level groups throughout the 2020 – 21 school year identified and reviewed instructional materials aligned to a dual language content area teaching. These groups also provided input into professional learning needs aligned to supporting foster youth, English learners and low income students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Gallup Student Poll - Participation (Reported for all grade levels 5-12)	% of students participating in the survey in 2021 - 22	5-8: 41% of Grades 5-8 students participated in the Gallup survey. 9-12: 35% of Grades 9-12 students participated in the Gallup survey.	5-8: 29% of Grades 5-8 students participated in the Gallup survey. 9-12: 30% of Grades 9-12 students participated in the Gallup survey.		At least 95% of students participate in the survey
Gallup Student Poll - Engagement (Reported for all grade levels 5-12)	Grandmean score in 2021 - 22	5-8: 3.67 GrandMean score 9-12: 3.96 GrandMean score	5-8: 3.54 GrandMean score 9-12: 3.60 GrandMean score		Overall Engagement Grandmean score of at least 4.00.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Computer Coding (K-8)	% of students completing a coding project in 2021-22	60% of students completing a coding project in 2021-22	64% of students completing a coding project in 2022/23		Increase the % of students completing a coding project by 10%
Individual Learning Plan (ILP)	% of students completing an ILP in 2021-22	5-8: 90% of students completing an ILP in 2021-22 9-12: 100% of students completing an ILP in 2021-22	5-8: 93% of students completing an ILP in 2022/23 9-12: 100% of students completing an ILP in 2022/23		100 % of students completing an ILP
Teacher Professional Learning Measure (Alludo)	% of teachers completed Beable Training. Beable Training was only accessible to Grades 3-8 teachers.	% have completed the Beable Academy "World of Work" course in Alludo.	35% have completed the Beable Academy "World of Work" course in Alludo.		90% of certificated staff complete the Beable Academy "World of Work" course in Alludo.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maker Space Equipment and Supplies (K-12)	Consumable materials and supplies to support student projects	$75,000.00	Yes
2.2	Environmental Sustainability Complex (K-12)	Consumable materials and supplies for the seed-to-table programs	$3,000.00	Yes
2.3	General Project Supplies (K-12)	Consumable supplies for teacher designed projects	$7,111.00	Yes
2.4	Consultant Contracts (K-12)	Expert support provided to teacher advisors designing project-based learning experiences and competency-based assessment	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Supplemental Services provided by District	World of Work, TEDx, Professional Learning	$288,271.00	Yes
2.6	Teacher Induction (Title II)	First and second year teachers will take part in our county sponsored teacher induction program to receive mentorship and support with their implementation of the California Standards for the Teaching Profession (CSTP).	$19,675.00	No

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive difference in our planned actions and implementation of these actions.

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.

Overall goal 2 was within 3% of the budgeted expenditures. Supplies were higher than planned due to inflation and funds were available due to the cost of the District support of WOW and Tedx coming in lower than planned.

An explanation of how effective the specific actions were in making progress toward the goal.

During the 22-23 school year, Bostonia Global made great advancements toward the goal that all Bostonia teachers would design classroom instruction based on student interests, strengths and values and provide access and challenge for all students, encouraging them to investigate the world, think deeply, communicate ideas, and achieve gainful employment. Professional consultante were hired to provide staff with personalized Professional Development focused on individualized and tiered differentiated supports. Every student was provided an Individualized Learning Plan to ensure personalized pathways of support. Students were provided learning opportunities that integrated strengths, interests, and values through the integration of maker spaces, computer science programs, and project based learning environments. Specific partnerships were created with schools across the nation who are exemplars of personalized instruction and supports. However, analysis of data demonstrates that student engagement and participation data did not reach the target goal. Greater focus will be spent on providing greater targeted interventions and supports, adding additional staff, and providing specific professional development. All these actions aimed to create a supportive and inclusive learning environment where everyone felt safe, empowered, and respected. Bostonia Global faced staffing challenges this year, particularly in filling classified positions such additional custodial support

needed to support student programs during and after school. Identifying qualified and interested candidates proved to be a challenging task, and the onboarding process for these positions was also difficult due to the competitive nature of the labor market.

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

We will begin to prioritize professional learning around whole child design principals. Teachers will focus on knowing every student deeply and well. All staff will take part in a self assessment around whole child design principles and determine their strengths and growth areas. From there site teams will develop plans and individual staff members will determine whole child design strategies that they feel would be most effective within their role. Staff will share what they are finding from implementation and continue to adjust practices to best support their students. Bostonia Global will focus on relationships and our environments as we support the building blocks that all students need for optimal learning and development. For the 2023-2024 school year, several new actions will be implemented to enhance the learning experiences and resources available to students. One of the actions involves hiring additional staffing to provide intervention support, additional ELDAs to provide specific support in Literacy, and additional funds allocated towards increase professional development.

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.

Goals and Actions

Goal

Goal #	Description
3	Build Healthy Relationships: Bostonia students thrive by striving to be the best possible self through developing self awareness, sense of purpose and accountability, self directed learning, collaborative action, and personal wellbeing. (CA Priorities 1,3, 5,6,9,10)

An explanation of why the LEA has developed this goal.

Approximately 60% of students, families, and staff identified student socio-emotional development as a growth area and focus at Bostonia Global. A recent Portraits of Graduates development group consisting of students, families, community leaders, and educators intentionally developed graduate expectations, indicators, and rubrics defining toward students realizing their best possible self.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Gallup Student Poll - Participation (Reported for all grade levels 5-12)	% of students participating in the survey in 2021 – 22	5-8: 41% of Grades 5-8 students participated in the Gallup survey. 9-12: 35% of Grades 9-12 students participated in the Gallup survey.	5-8: 29% of Grades 5-8 students participated in the Gallup survey. 9-12: 30% of Grades 9-12 students participated in the Gallup survey.		At least 95% of students participate in the survey
Gallup Student Poll - Hope (Reported for all grade levels 5-12)	GrandMean score in 2021 - 22	5-8: 3.78 GrandMean score 9-12: 4.11 GrandMean score	5-8: 3.76 GrandMean score 9-12: 3.84 GrandMean score		Overall Engagement Grandmean score of at least 4.00

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Audit (FIT):	100% of sites audited had an overall score of "Good" or higher on the Facilities Inspection Tool (FIT).	Based on our most recent Facilities Inspection Tool (FIT), both campuses received an overall score of "Good" or higher.	Based on our most recent Facilities Inspection Tool (FIT), both campuses received an overall score of "Good" or higher.		100% of sites audited had an overall score of "Good" or higher on the Facilities Inspection Tool (FIT).
Local Indicator: Parent and Family Engagement (Priority 3)	Building Partnerships for Student Outcomes: Overall Mean Score: 4.41 Area of Need: Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families (Overall Mean Score 4.09) Seeking Input for Decision-Making Overall Mean Score: 4.41 Area of Need: Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities	Building Partnerships for Student Outcomes: Overall Mean Score: 4.3 Seeking Input for Decision-Making Overall Mean Score: 4.1 Building Relationships between School Staff and Families Overall Mean Score: 4.1	Building Partnerships for Student Outcomes: Overall Mean Score: 4.4 Seeking Input for Decision-Making Overall Mean Score: 4.2 Building Relationships between School Staff and Families Overall Mean Score: 3.9		21-24: Increase overall mean score 0.2 or maintain at or above 4.5.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	at school and district levels(Overall Mean Score 4.27) Building Relationships between School Staff and Families Overall Mean Score: 4.50 Area of Need: Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families (Overall Mean Score 4.36)				
Local Indicator: School Climate (Priority 6) Annual Student Gallup Poll (Grades 5-8)	This local indicator will be implemented during the 21-22 school year to collect baseline data.	May 2022: 5-8 33% of students are "Engaged" 23% of students are "Hopeful" 49% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school"	May 2022: 5-8 29% of students are "Engaged" 20% of students are "Hopeful" 47% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school"		By 23-24: 5-8 37% All Students Engaged 27% All Students Hopeful 53% of students that replied "strongly agree" or "agree" to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		73% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 59% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me." May 2022: 9-12 39% of students are "Engaged" 31% of students are "Hopeful" 70% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 86% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 72% of students felt connected to their	69% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 59% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me." May 2022: 9-12 30% of students are "Engaged" 31% of students are "Hopeful" 56% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 77% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 67% of students felt connected to their		the statement, "I feel safe at school" 77% (or above) of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "I have a best friend at school." 63% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me." By 23-24: 9-12 43% All Students Engaged 35% All Students Hopeful 74% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 90% (or above) of students felt connected to their school site by replying "strongly agree" or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."	school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."		"agree" to the statement "I have a best friend at school." 76% of students felt connected to their school site by replying "strongly agree" or "agree" to the statement "The adults at my school care about me."
Expulsion and Dropout Rates	Baseline data will be collected during the 21-22 school year.	.001% of students were expelled during the 21-22 school year. 0% of students dropped out during the 21-22 school year.	.001% of students were expelled during the 21-22 school year. 0% of students dropped out during the 21-22 school year.		Maintain less than 1% expulsion rate. Maintain 0% dropout rate.
Daily Attendance Rate	Baseline data will be collected during the 21-22 school year.	May 2022: 94%	May 2022: 93%		The daily attendance rate will be maintained at least 95% or above.
Gallup Parent Poll	2019-2020 Spring Gallup Parent Poll K-8 This data was collected prior to Bostonia Global becoming a charter. 43% of respondents are fully engaged. 50% of respondents are indifferent.	March 2022 Spring Gallup Parent Poll K-8 31% of respondents are fully engaged. 74% of respondents agreed with the statement, "My child's school always delivers on what it promises."	March 2023 Spring Gallup Parent Poll K-8 Data still in progress		By 23-24, K-8 35% of respondents are fully engaged. 79% of respondents agreed with the statement, "My child's school always delivers on what it promises." 89% of respondents agreed with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7% of respondents are actively disengaged. 88% of respondents agreed with the statement, "My child's school always delivers on what it promises." 92% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 86% of respondents agreed with the statement, " This school is perfect for my child."	85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 76% of respondents agreed with the statement, " This school is perfect for my child." March 2022 Spring Gallup Parent Poll 9-12 29% of respondents are fully engaged. 64% of respondents agreed with the statement, "My child's school always delivers on what it promises." 80% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 84% of respondents agreed with the statement, " This			statement, "I feel proud to be a parent at my child's school." 80% of respondents agreed with the statement, " This school is perfect for my child." By 23-24, 9-12 34% of respondents are fully engaged. 68% of respondents agreed with the statement, "My child's school always delivers on what it promises." 84% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 88% of respondents agreed with the statement, " This school is perfect for my child."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school is perfect for my child."			
Gallup Staff Poll	2019-2020 Spring Gallup Staff Poll K-8 This data was collected prior to Bostonia Global becoming a charter. 56% of respondents are engaged. Q1. I know what's expected from me at work. Mean Score: 4.29 Q2. I have the materials and equipment I need to do my work right. Mean Score: 3.85 Q9. My colleagues are committed to doing quality work. Mean Score: 4.44	2020-2021 Gallup Staff Poll This data was collected prior to Bostonia Global becoming a charter. 49% of respondents are engaged. Q1. I know what's expected from me at work. Mean Score: 4.12 Q2. I have the materials and equipment I need to do my work right. Mean Score: 3.63 Q9. My colleagues are committed to doing quality work. Mean Score: 4.32	2022/23 Gallup Staff Poll Data still in Progress		23-24 58% of respondents are engaged. Q1. I know what's expected from me at work. Mean Score: 4.49 Q2. I have the materials and equipment I need to do my work right. Mean Score: 4.05 Q9. My colleagues are committed to doing quality work. Mean Score: 4.64

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counselor Salary (K-8)	Academic and socioemotional counseling support for students	$143,052.00	Yes
3.2	Counseling and Guidance Tech Salary (K-8)	Support to administration, counselors, and WoW facilitator	$186,917.00	Yes
3.3	Nurse Salary (K-12)	Health and wellness support for all students	$108,976.00	No
3.4	Instructional Aid - Maker Space (9-12)	Support and supervise student maker space projects	$40,608.00	Yes
3.5	Instructional Materials (K-12)	Consumable supplies and materials supporting advisory learning experiences	$4,746.00	Yes
3.6	Special Education Counselor Services	Special education counseling services are provided by the district.	$167,158.00	No
3.7	Guidance Technician (Title I)	A guidance technician will provide additional supportive services to individual students, parents and staff regarding student goals, career development, behavior, progress on competencies, academic achievement and growth.	$45,642.00	No
3.8	Community Liaison (Title I)	Family and Community Liaisons will provide opportunities for family and community involvement in student learning, including how to support students with their learning as well as behavior. Opportunities to meet with families will be provided during and outside the school day, based on the individualized needs. When families and community members are involved in student learning, students improve their academic performance and gain advocates that promote their success.	$64,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Counselor (Title I)	Site counselors will maximize support opportunities for unduplicated students related to academic achievement, career development, and social-emotional support. These supports and services are intended to provide greater academic and social-emotional support for students represented in our unduplicated count.	$0.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive gaps between our planned actions and what was implemented during the 22-23 school year.

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

Goal 3 had a material difference due to the lower than budgeted Counselor salary and charging allowable expenditures to other funds. Bostonia Global had access to additional Counseling support through the District EHRMS funds, which lowered the school's expenditures for goal 3.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, data demonstrates that Actions taken over the 2022/23 school year were effective in making progress towards the goal of "Build Healthy Relationships: Bostonia students thrive by striving to be the best possible self through developing self awareness, sense of purpose and accountability, self directed learning, collaborative action, and personal wellbeing." To ensure daily support, across all TK-10 grade levels, Bostonia Global is implementing the Advisory model with a primary focus on our pillars of excellence. Consistent lessons are being provided across grade levels to ensure consistency in language and approach to provide a welcoming and academic culture. For annual measurements, Cajon Valley Union School District uses two different assessments to measure school safety and connectedness, 1) the Gallup Student Poll and 2) the California Healthy Kids Survey. The CHKS was administered in the 2022-2023 school year and includes grade levels 5th and 7th grade students at all Cajon Valley Sites. Our Gallup Student poll is administered annually and includes grade levels ranging between 5-10 at all Cajon Valley Sites.Key findings from 2022-2023 Gallup Student data demostrate that Bostonia Global was effective in creating an environment where students are able to build positive relationships ("I have a best friend at school). This demostrares that Actions such as hiring a greater number of counselors and site supports did prove to be effective. However, overall data demostrates that Bostonia did not reach the intended target in supporting students in feeling engaged, safe, or hopeful. In addition, the inconsistent data between grades 5-8 and grades 9-12 demostrate the need for greater consistency between grade levels. Based on this data, Bostonia Global's emphasis is to integrate socio-emotional learning throughout all programs to ensure consistency and support throughout the school

day and avoid SEL being isolated to a single point in time. As such, the goal of our Advisory model is to ensure that all students have the opportunity to be happy, engaged in healthy relationships, and on the pathway to gainful employment. In addition, increased staffing focused on providing counseling supports as well as professional development will need to be targeted areas of growth for the following year.

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

Analysis of data illustrates the need for a greater site-wide focus on Socio-Emocional Learning. Although student attendance rates were high and dropout/expulsion rates were low, engagement, safety, and hope metrics did not reach their intended goals. Therefore, 22/23 school year goals will revolve around greater counseling supports, targeted small group interventions, and intentional professional development revolving around ensuring that every student is supported.

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.

Goals and Actions

Goal

Goal #	Description
4	Support Struggling Learners: Bostonia advisors will provide targeted interventions to students in need of additional support. (CA Priorities 4,5,6,9,10)

An explanation of why the LEA has developed this goal.

In a recent survey with Bostonia students, families, and educators, academic support was identified as a top 3 area of growth and development for Bostonia Global. In 2019 – 20, the Bostonia Global charter development team identified foster youth, English learners, and low-income students as a focus area and an expansion of an "early warning system" to ensure struggling students are not overlooked.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iREADY Growth Data Metrics: Typical Growth (One Year's Growth)	20-21 This data was collected prior to Bostonia Global becoming a charter and reflects K-8 students. Based on Diagnostic #2 Data given in February 2021: 56% of all students were "on track" to make "one year's growth in Reading. Based on Diagnostic #2 Data given in February 2021: 47%	21-22 As of Diagnostic 2 (Feb 2022), 53% of all students were "on track" to make "one year's growth in Reading. 21-22 As of Diagnostic 2 (Feb 2022), 51% of all students were "on track" to make "one year's growth in Math.	22/23 As of Diagnostic 2 (Feb 2022), 24% of all students were "on track" to make "one year's growth in Reading. 22/23 As of Diagnostic 2 (Feb 2022), 18% of all students were "on track" to make "one year's growth in Math.		21-22, 70% of students will reach "one year's growth" by the end of the year. 21-23, 75% of students will reach "one year's growth" by the end of the year. 23-24, 80% of students will reach "one year's growth" by the end of the year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of all students were "on track" to make "one year's growth in Math.				
iREADY Reading All Students Tested	% of all students at the End of the Year scoring in 2 or more years below grade levels behind (Tier 3) in reading 2020 - 21. This data was collected prior to Bostonia Global becoming a charter and reflects K-8 students. Tier 3 - 21%	21-22 K-8 Tier 3 - 27% 9-12 Tier 3 - 50%	22/23 K-8 Tier 3 - 26% 9-12 Tier 3 - 60%		Decrease the % of all students scoring 2 or more years below grade levels behind (Tier 3) in reading by 10%
iREADY Math All Students Tested	% of all students at the End of the Year scoring in 2 or more years below grade levels behind (Tier 3) in math 2020 - 21. This data was collected prior to Bostonia Global becoming a charter and reflects K-8 students.	21-22 K-8 Tier 3 - 24% 9-12 Tier 3 - 67%	22/23 K-8 Tier 3 - 25% 9-12 Tier 3 - 70%		Decrease the % of all students scoring 2 or more years below grade levels behind (Tier 3) in math by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Tier 3 - 21%				
iREADY Reading English learners, and Economically Disadvantaged Students (Reported by each grade level K-3)	% of English learners, and Economically Disadvantaged students at the End of the Year meeting their annual reading stretch goal in 2020 – 21. This data was collected prior to Bostonia Global becoming a charter and reflects K-8 students. English Learners: Tier 3: 40% Socioeconomically Disadvantaged: Tier 3: 26%	21-22 K-8 English Learners: Tier 3: 49% Socioeconomically Disadvantaged: Tier 3: 33% 9-12 English Learners: Tier 3: 88% Socioeconomically Disadvantaged: Tier 3: 52%	22/23 K-8 English Learners: Tier 3: 38% Socioeconomically Disadvantaged: Tier 3: 41% 9-12 English Learners: Tier 3: 70% Socioeconomically Disadvantaged: Tier 3: 50%		Increase the % of English learners, and Economically Disadvantaged students meeting their annual reading stretch goal by 30%.
iREADY Math English learners, and Economically Disadvantaged Students (Reported by each grade level K-3)	% of English learners, and Economically Disadvantaged students at the End of the Year meeting their annual math stretch goal in 2020 – 21.	21-22 K-8 English Learners: Tier 3: 36% Socioeconomically Disadvantaged: Tier 3: 27% 9-12	23/23 K-8 English Learners: Tier 3: 35% Socioeconomically Disadvantaged: Tier 3: 34% 9-12		Increase the % of English learners, and Economically Disadvantaged students meeting their annual math stretch goal by 30%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	This data was collected prior to Bostonia Global becoming a charter and reflects K-8 students. English Learners: Tier 3: 34% Socioeconomically Disadvantaged: Tier 3: 27%	English Learners: Tier 3: 94% Socioeconomically Disadvantaged: Tier 3: 69%	English Learners: Tier 3: 27% Socioeconomically Disadvantaged: Tier 3: 35%		
CAASPP All Students English Language Arts and Math (Reported by each tested grade level 3 through 12)	2018 – 19. 44.58% of all students scored Not Met or Nearly Met in English Language Arts. 44.58% of all students scored Not Met or Nearly Met in Math.	Due to COVID19 pandemic, we did not test in 19-20 and elected to use local assessment in 20-21.	2022/23 58% of all students scored Not Met or Nearly Met in English Language Arts. 76% of all students scored Not Met or Nearly Met in Math.		Reduce the % of all students scoring Not Met or Nearly Met in English Language Arts and Math by 10%
CAASPP Foster Youth, English learners, and Economically Disadvantaged students in English Language Arts and Math (Reported by each tested grade level 3 through 12)	18-19 (ELA) 44.58% of Foster Youth scored Not Met or Nearly Met 75.73% English learners scored Not Met or Nearly Met	Due to COVID19 pandemic, we did not test in 19-20 and elected to use local assessment in 20-21.	22/23 (ELA) N/A% of Foster Youth scored Not Met or Nearly Met 37.19.07% English learners scored Not Met or Nearly Met		Reduce the % of Foster Youth, English learners, and Economically Disadvantaged students scoring Not Met or Nearly Met by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	54.19% Socioeconomically Disadvantaged students scored Not Met or Nearly Met 18-19 (Math) 53.14% of Foster Youth scored Not Met or Nearly Met 74.51% English learners scored Not Met or Nearly Met 60.11% Socioeconomically Disadvantaged students scored Not Met or Nearly Met		54.19% Socioeconomically Disadvantaged students scored Not Met or Nearly Met 22/23 (Math) 53.14% of Foster Youth scored Not Met or Nearly Met 50.74% English learners scored Not Met or Nearly Met 53.7% Socioeconomically Disadvantaged students scored Not Met or Nearly Met		
English Language Proficiency for Summative ELPAC Levels (Reported by each grade level K-12)	% of English learners students in each ELPAC Proficiency level in 18-19 Level 1 - 14.11% Level 2 - 37.5% Level 3 - 38.31% Level 4 - 10.08%	20-21 Level 1 - 18.03% Level 2 - 33.33% Level 3 - 37.76% Level 4 - 10.88%	22/23 Level 1 - 19.01% Level 2 - 33.76% Level 3 - 41.70% Level 4 - 5.53%		Increase the % of student increasing an ELPI level by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPI Indicator: California Dashboard	Due to the suspension of the 20-21 California Accountability Dashboard baseline data is unavailable. Data will be available in Fall 2022.	Due to the suspension of the 20-21 California Accountability Dashboard baseline data is unavailable. Data will be available in Fall 2022. See ELPAC Data Proficiency Levels for more information.	22/23 Suspension Rate- 1.3%		Increase the % of student increasing an ELPI level by 2% each year.
DataQuest: English Learner Data (% of English Learners Reclassified, # of Long Term English Learners (LTEL), % are LTELs	20-21 Reclassification Rate: 5.91% 20-21 19.35% of English Learners are LTELS	21-22 April 2022 Reclassification Rate: 7.18% 21-22 11.02% of English Learners are LTELS	22/23 April 2022 Reclassification Rate: 21.4% 22/23 15% of English Learners are LTELS		21-22: Decrease LTEL # by 2% Increase reclassification rates by 2% 22-23: Decrease LTEL # by 2% Increase reclassification rates by 2% 23-24: Decrease LTEL # by 2% Increase reclassification rates by 2%
Course Access/Student access and enrollment	100% of EL students receive ELD instruction	100% of EL students receive ELD instruction	100% of EL students receive ELD instruction		21-24: Maintain Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in all required areas of study as measured by daily schedule/master schedules.	100% students are enrolled in core classes 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.	100% students are enrolled in core classes 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.	100% students are enrolled in core classes 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.		

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Assistant Principal (K-8)	Oversight of targeted intervention programs for Foster Youth, English Learners, Low Income, and IEP students	$444,875.00	Yes
4.2	Instructional Coach (K-8)	Teacher advisor coaching to support intervention programs for Foster Youth, English Learners, Low Income, and IEP students.	$461,306.00	Yes
4.3	English Language Development Assistant(K-12) (Title III & S/C)	English Language Development Assistants (ELDA) will provide instruction to individuals or small groups of limited or non-English speaking students in a classroom environment by translating written materials and oral lectures; translate notes and other materials from staff to parents in primary language and parents to teachers in English. This support will help English Learner students to accelerate their learning of the English Proficiency Standards required for reclassification.	$75,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Consultant Contracts (6-12)	Professional Learning experiences for teacher advisors to support teacher advisors to implement English Language Arts and Mathematics instructional strategies for foster youth, English Language Learners, Low Income and students with IEPs.	$52,500.00	Yes
4.5	SST Services - Sped Educators and Counselors	Student Success Team is staff by school admin and district provided special educators and counselors.	$72,085.00	No
4.6	District Provide Support Services	Psychological and Health Services provided by CVUSD	$236,558.00	No
4.7	After School Student Support (Title III-Immigrant)	Site counselors and advisors will provide immigrant students additional mentoring, academic support and/or career counseling to improve individual student growth toward goals.	$3,620.00	Yes
4.8	Transportation for Homeless Students (Title I)	Transportation will be provided for students identified by a Transitional Residence Affidavit (TRA). Eliminating transportation barriers to and from school will support student outcomes related to attendance, belonging, and academic performance.	$150.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive gaps between our planned actions and what was implemented during the 22-23 school year.

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

Goal 4 was within 10% of the budgeted expenditures. District support services including SST services came in lower than budgeted.

An explanation of how effective the specific actions were in making progress toward the goal.

The review of student growth data in ELA and math has helped to improve student academic outcomes. Student ELD reclassification was far beyond the goal set for this school year. ELPAC level 4 indicators demonstrated a slight increase. The focus on individuals and their growth and stretch goals are supporting student engagement in their learning. Setting and sharing growth goals with students and families are helping to make progress or lack thereof more transparent. Site funding used for the addition of admin, instructional coaches, and ELDAs have been highly effective in supporting students with their progress on goals. Staff is increasing their knowledge and precision in assigning supplemental curriculum to the unique needs of each student. Adaptive online programs such as iReady are offering weekly data reports to show the completion of ELA and career development lessons as well as sitewide Lexile gains. This data is shared transparency each week districtwide.

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

To support academic growth goals, we will continue to increase individualized supports through next year, 2022-23. We will focus on time to learn and practice good reading strategies while collecting data on classroom practice. We have identified that a greater focus must be put on individualized differentiated supports. Staff understanding of essential skills that students can practice and master requires more professional development and practice. We also need to continue to learn how to make smaller spaces for learning. Students need small group instruction to get the staff support they need to progress on standards. This differentiation would greatly benefit student who are one or more grade levels behind in ELA and mathematics. We will be working with strategic groups on every site, including educational specialists to engage in the concepts of Cognitively Guided Instruction in order to bridge and connect classroom instruction with personalized small group support.

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.

Goals and Actions

Goal

Goal #	Description
5	Ensure Multiple Post-Secondary Options: Bostonia students are prepared to achieve gainful employment and/or pursue postsecondary learning options. (CA Priorities 4,7)

An explanation of why the LEA has developed this goal.

Career and college learning experiences across all grade spans was identified as a core area of focus during the Bostonia charter development process that included students, families, and educators. Recent survey data with the Bostonia Global community confirmed a need to extend learning experiences with community and industry mentors and college recruitment staff for foster youth, English learners, and low-income students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Gallup Student Poll - Participation (Reported for all grade levels 5-12)	% of students participating in the survey in 2021 – 22	5-8: 41% of Grades 5-8 students participated in the Gallup survey. 9-12: 35% of Grades 9-12 students participated in the Gallup survey.	5-8: 29% of Grades 5-8 students participated in the Gallup survey. 9-12: 30% of Grades 9-12 students participated in the Gallup survey.		At least 95% of students participate in the survey
Student Interns	% of students serving at least on internship during high school (2021-22)	57% of students serving at least on internship during high school (2021-22)	63% of students serving at least on internship during high school (2022-23)		At least 95% of students serve at least on internship during high school
Students with RIASEC indicators	% of students with RIASEC indicators in (2021 - 22)	99% of students with RIASEC indicators in (2021 - 22)	99% of students with RIASEC indicators in (2022 - 23)		At least 95% of students serve at least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					on internship during high school
Access to Broad Course of Study (Priority 7)	100% of all students have access to a broad course of study (K-8).	100% of all students have access to a broad course of study (K-8).	100% of all students have access to a broad course of study (K-8).		100% of all students have access to a broad course of study (K-8).

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	World of Work Facilitator Salary (K-12)	Oversight of school to career program in grades K-12 to support foster youth, English Language Learners, Low Income and students with IEPs.	$161,599.00	Yes
5.2	Teacher Advisor WoW Driving Miles (9-12)	Supports driving costs for internship supervision	$71.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive gaps between our planned actions and what was implemented during the 21-22 school year.

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

Goal 5 was within 8% of the budgeted expenditures. The mileage costs associated with internship supervision came in much lower than anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

Bostonia Global has made great progress towards reaching the goal of "Ensure Multiple Post-Secondary Options: Bostonia students are prepared to achieve gainful employment and/or pursue postsecondary learning options". Current data shows that 63% of students obtained a mentorship (internship) with a community member for 12-weeks on Tuesdays and Thursdays under advisor supervision Mentorships were directly connected to students' interests, strengths and values. Students were also assigned a virtual mentor from leading science and engineering companies throughout the San Diego area and beyond. Mentors are identified and landed by the students through an extensive process with support from their advisor and school World of Work facilitator. The mentor selection process includes activities such as community mapping, informational interviews, job shadows, and interviewing.These experiences helped to establish equity throughout our student body by helping underserved students build social capital and a lifetime professional network. In partnership with their advisor and mentor, students designed Learning Through Interests LTI projects aligned to learning goals and competencies. Projects were monitored by their advisor and mentor and captured in their Individual Learning Plans (ILP). These learning experiences represent one way students bring learning evidence from outside the classroom to support meeting core content expectations.

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

The addition of a World of Work Coordinator dramatically aided in our ability to provide students with personalized mentorship opportunities. Data demostrates a significant need to increase the amount of support in this area, especially given the proyecte growth in student numbers (addition of subsequent high school grade levels). As such, the addition of greater World of Work supports, Professional development, community networks, and parent engagement platforms will be crucial to the overall success of the mentorship program.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$3,085,038	

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
25.05%	0.00%	$0.00	25.05%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1.1 Director and Principal Salary: LEA and school leadership prioritize foster youth, English learners, and low-income students in all decision-making.They strategically group focus group students to maximize the learning environment. School leadership creates structures and time for staff to collaborate and co-construct learning opportunities specific of the focus student group. Teacher advisors and support staff participate and implement focused professional learning on specific researched based focus group strategies. School leaders monitor implementation and focus student progress daily and report improvement and challenges to the SAB.

Goal 1.2 Teacher Advisor Salary: Teacher advisors implement strategic literacy and mathematics strategies with English learners, low-income students, and foster youth on a daily, weekly and unit planning. They participate in collaborative planning using formative and summative focus group student academic work and adapt their instruction based on findings. Teacher advisors meet with counselors and families to ensure focus group students' socio-emotional needs are met.

Goal 1.3 Instructional Materials: Maravillas/Wonders & Benchmark literacy curriculum implementation supports focus group academic growth in K-5 classrooms. Lucy Chalkins writing methods scaffolds writing instruction for English learners in K-8 classrooms. High school teacher advisors employ a Striving Readers. A program specifically designed to support adolescent literacy with focus group students. Go Math curriculum engages focus group students in deeper thinking about number sense and operations elementary grades. Middle and High school focus group students will engage in integrated mathematics focused on building habits of mind through student interaction. Social emotional instructional materials are connected to Positive Behavior Intervention and Supports (PBIS) and Restorative Practices, resulting in students

developing their identity and compassion for others.

Goal 1.5: Office Administration Assistant and Office Assistant II: Provide assistance to school leadership, teacher advisors, counselors and families to facilitate learning for all students including English learners, low-income, and foster youth.

Goal 1.6 Supplies, Services, and Equipment: CVUSD general maintenance services.

Goal 1.7 Computer Software and Subscriptions: Assessment software, iReady, is used to diagnose and monitor literacy and mathematics academic growth in English learners, low-income, and foster youth. iReady provides teacher advisors with specific next steps for each learner. Other software and online subscriptions include Beable and Khan Academy to be used with focus group students.

Goal 1.8 Supplies, Maintenance and Utilities: CVUSD utilities costs.

Goal 1.9 Copier Maintenance and Supplies: Ensuring all students access to high quality instructional materials.

Goal 1.10 Travel Conference: Staff attendance to regional model schools to examine best practices for English learners, low-income students, and foster youth.

Goal 1.13 General Services and Administration CVUSD Superintendent, Business Services, and Human Resources expertise and support. For example, hiring staff that mirror community demographics.

Goal 1.15 Classified Support Campus Supervision and Clerical Support: Ensuring a safe and welcoming learning environment for all students.

Goal 2.3 General Project Supplies (K-12) : With an emphasis on English learners, low-income students, and foster youth, all students will be provided with consumable supplies in order to ensure participation and success through teacher designed projects.

Goal 4.6 CVUSD Provided Support Services: CVUSD leadership support staff.

Goal 1.4 Additional Certificated (K-12): Guest teachers will provide additional core academic support to foster youth, English learners, and low-income student groups to ensure their growth in sitewide competencies

Goal 1.11 Travel (K-12) : Teaching and learning conferences for teacher advisors and administration - this will support teachers to more effectivley ensure that students are reaching learning goals and being provided with intentional goal/oriented instruction.

Goal 2.1 Maker Space Equipment and Supplies (K-12): Teachers will be provided with Maker Space Equipment and Supplies to ensure that all students are provided personalized project-based learning evironments. This is especially supportive of students who are foster Youth, English learners, and low-income given the increased access to strong learning evironments.

Goal 2.2 Environmental Sustainability Complex (K-12): As a part of their project-based learning environiments, all students will be given access to the supplies and equipment necessary to develop personalized learning pathways. This goal is to ensure that all students are provided with the a personalized pathways with an emphasis placed on support for foster youth and low-income students.

Goal 2.4 Consultant Contracts (K-12): Expert support will be provided to teacher advisors designing project-based learning experiences and competency-based assessment. Support will be focused on ensuring the success and growth of our target populations of students who are foster youth, English learners, and low-income students.

Goal 2.5 Supplemental Services provided by District: In order to ensure that our priority group of students who are foster Youth, English Learners, and low-income students achieve differentiated supports and personalized learning opportunities, teacher advisors will be provided with increased support in the areas of World of Work, Ted X, and Professional Learning.

Goal 3.1 Counselor Salary (K-8): With a prioritized focus on students who are foster youth, English Learners, and low-income students, funding will be allocated towards the creation of an counselor position. This position will be focused on providing academic and socioemotional counseling support for students

Goal 3.2 Counseling and Guidance Tech Salary (K-8): This position will be to ensure support for counselors, administration, and facilitator in

developing programming and data analytics to ensure that target populations of foster youth, English Learners, and low income students are moving effectively towards positive growth.

Goal 3.4 Instructional Aid - Maker Space (9-12): In order to ensure that all students are provided with personalized learning opportunities and differentiated learning pathways, an instructional aid will be added with the priority of ensuring the success of our students who are foster youth, English Learners, and low income.

Goal 3.5 Instructional Materials (K-12): All students will be provided with the consumable supplies and materials required to ensure a supportive advisory learning experience with a priority of ensuring support of students who are foster youth, English Learners, and low income.

Goal 4.1 Assistant Principal (K-8): Oversight of targeted intervention programs for Foster Youth, English Learners, Low Income, and IEP students. The added oversight will ensure both capacity and success of intervention programs.

Goal 4.2 Instructional Coach (K-8): Teacher advisor coaching to support intervention programs for Foster Youth, English Learners, Low Income, and IEP students. This goal ensures that teacher advisors are equipped with the knowledge and instructional framework necessary to provide strong intervention support.

Goal 4.3 English Language Development Assistant(K-12): English Language Development Assistants (ELDA) will provide instruction to individuals or small groups of limited or non-English speaking students in a classroom environment by translating written materials and oral lectures; translate notes and other materials from staff to parents in primary language and parents to teachers in English. This support will help English Learner students to accelerate their learning of the English Proficiency Standards required for reclassification.

Goal 4.4 Consultant Contracts (6-12): Professional Learning experiences for teacher advisors to support teacher advisors to implement English Language Arts and Mathematics instructional strategies for foster youth, English Language Learners, Low Income and students with IEPs. This goal ensures that teacher advisors are equipped with the knowledge and instructional framework necessary to provide strong academic support.

Goal 5.1 World of Work Facilitator Salary (K-12): This goal is to ensure the oversight of school to career program in grades K-12 to support foster youth, English Language Learners, Low Income and students with IEPs. This goal will ensure that the program parameters are successful.

Goal 5.2 Teacher Advisor WoW Driving Miles (9-12): This goal suuports driving costs for internship supervision. This goal will ensure that foster youth, English Language Learners, Low Income and students with IEPs are provided with personalized support throughout their mentorship experiences.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Bostonia Global is taking action to contribute to the increased/improved requirement. These actions are being implemented across all grade levels. Bostonia Global provides each student with a Chromebook or full functioning laptop to ensure all student have access to curriculum and instruction at school and home. Along with the devices, Bostonia Global provides internet hot spots and information on low-cost internet service to all families in need.

Bostonia Global is committed to connecting with all families (in the home language) to support families in implementing distance learning for their students, with focus on our most vulnerable students. In partnership with CVUSD F.A.C.E.S, Bostonia Global provides information in four languages – English, Spanish, Farsi, and Arabic. In addition, F.A.C.E.S conducts empathy interviews and/or virtual home visits with all families to build connection and relationships and troubleshoot issues that may arise. An emphasis is placed on those focus group students with regular attendance challenges. Bostonia Global will increase one-on-one support for students who are foster youth, English learners, and/or low-income as necessary to support them in their social-emotional wellbeing during challenging times.

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 schools have the same student UPP rates.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,845,209.00	$167,158.00		$174,403.00	$13,136,478.00	$9,980,121.00	$3,156,357.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Principal Salary	All	$394,944.00				$394,944.00
1	1.2	Teacher Advisor Salary (K-12)	All	$4,652,944.00				$4,652,944.00
1	1.3	Instructional Materials and Supplies (K-12)	All	$54,456.00				$54,456.00
1	1.4	Additional Certificated (K-12)	English Learners Foster Youth Low Income	$1,217,714.00				$1,217,714.00
1	1.5	Office Admin Assistant and Office Assistant II (K-12)	All	$452,786.00				$452,786.00
1	1.6	Supplies, Services, and Equipment (K-12)	All	$355,208.00				$355,208.00
1	1.7	Computer software and subscriptions (K-12)	All	$207,439.00				$207,439.00
1	1.8	Supplies, Equipment, and Utilities (K-12)	All	$363,660.00				$363,660.00
1	1.9	Copier Maintenance and Supplies (K-12)	All	$7,850.00				$7,850.00
1	1.10	Student Transportation (K-12)	English Learners Foster Youth Low Income	$37,330.00				$37,330.00
1	1.11	Travel (K-12)	All	$8,725.00				$8,725.00
1	1.12	Special Education Advisors and Support Staff	Students with Disabilities	$1,508,950.00				$1,508,950.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	General Services and Administration provided by CVUSD	All	$774,271.00				$774,271.00
1	1.14	Transportation for Special Education Students	Students with Disabilities	$157,215.00				$157,215.00
1	1.15	Classified Support	All	$274,294.00				$274,294.00
2	2.1	Maker Space Equipment and Supplies (K-12)	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
2	2.2	Environmental Sustainability Complex (K-12)	English Learners Foster Youth Low Income	$3,000.00				$3,000.00
2	2.3	General Project Supplies (K-12)	English Learners Foster Youth Low Income	$7,111.00				$7,111.00
2	2.4	Consultant Contracts (K-12)	English Learners Foster Youth Low Income	$5,000.00				$5,000.00
2	2.5	Supplemental Services provided by District	English Learners Foster Youth Low Income	$288,271.00				$288,271.00
2	2.6	Teacher Induction (Title II)	All				$19,675.00	$19,675.00
3	3.1	Counselor Salary (K-8)	English Learners Foster Youth Low Income	$143,052.00				$143,052.00
3	3.2	Counseling and Guidance Tech Salary (K-8)	English Learners Foster Youth Low Income	$186,917.00				$186,917.00
3	3.3	Nurse Salary (K-12)	All	$108,976.00				$108,976.00
3	3.4	Instructional Aid - Maker Space (9-12)	English Learners Foster Youth Low Income	$40,608.00				$40,608.00
3	3.5	Instructional Materials (K-12)	English Learners Foster Youth Low Income	$4,746.00				$4,746.00
3	3.6	Special Education Counselor Services	Students with Disabilities		$167,158.00			$167,158.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Guidance Technician (Title I)	All Students with Disabilities				$45,642.00	$45,642.00
3	3.8	Community Liaison (Title I)	English Learners Foster Youth Low Income				$64,941.00	$64,941.00
3	3.9	Counselor (Title I)	English Learners Foster Youth Low Income				$0.00	$0.00
4	4.1	Assistant Principal (K-8)	English Learners Foster Youth Low Income	$444,875.00				$444,875.00
4	4.2	Instructional Coach (K-8)	English Learners Foster Youth Low Income	$461,306.00				$461,306.00
4	4.3	English Language Development Assistant(K-12) (Title III & S/C)	English Learners Foster Youth Low Income	$35,456.00			$40,375.00	$75,831.00
4	4.4	Consultant Contracts (6-12)	English Learners Foster Youth Low Income	$52,500.00				$52,500.00
4	4.5	SST Services - Sped Educators and Counselors	Students with Disabilities	$72,085.00				$72,085.00
4	4.6	District Provide Support Services	All	$236,558.00				$236,558.00
4	4.7	After School Student Support (Title III-Immigrant)	English Learners Low Income				$3,620.00	$3,620.00
4	4.8	Transportation for Homeless Students (Title I)	Foster Youth Low Income				$150.00	$150.00
5	5.1	World of Work Facilitator Salary (K-12)	English Learners Foster Youth Low Income	$161,599.00				$161,599.00
5	5.2	Teacher Advisor WoW Driving Miles (9-12)	English Learners Foster Youth Low Income	$71.00				$71.00

2023-24 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
$12,315,377	$3,085,038	25.05%	0.00%	25.05%	$3,164,556.00	0.00%	25.70 %	**Total:**	$3,164,556.00
								LEA-wide Total:	$3,164,485.00
								Limited Total:	$1,828,934.00
								Schoolwide Total:	$1,829,005.00

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	1.4	Additional Certificated (K-12)	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,217,714.00	
1	1.10	Student Transportation (K-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,330.00	
2	2.1	Maker Space Equipment and Supplies (K-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	2.2	Environmental Sustainability Complex (K-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.3	General Project Supplies (K-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,111.00	
2	2.4	Consultant Contracts (K-12)	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Supplemental Services provided by District	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$288,271.00	
3	3.1	Counselor Salary (K-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$143,052.00	
3	3.2	Counseling and Guidance Tech Salary (K-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bostonia Elementary K-8	$186,917.00	
3	3.4	Instructional Aid - Maker Space (9-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bostonia Global High School	$40,608.00	
3	3.5	Instructional Materials (K-12)	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$4,746.00	
3	3.8	Community Liaison (Title I)	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	3.9	Counselor (Title I)	Yes	LEA-wide	English Learners Foster Youth Low Income			
4	4.1	Assistant Principal (K-8)	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Bostonia Global Elementary K-8	$444,875.00	
4	4.2	Instructional Coach (K-8)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bostonia Global Elementary K-8	$461,306.00	

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 (%)
4	4.3	English Language Development Assistant(K-12) (Title III & S/C)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,456.00	
4	4.4	Consultant Contracts (6-12)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 6-12	$52,500.00	
4	4.7	After School Student Support (Title III-Immigrant)	Yes	LEA-wide	English Learners Low Income			
4	4.8	Transportation for Homeless Students (Title I)	Yes	LEA-wide	Foster Youth Low Income			
5	5.1	World of Work Facilitator Salary (K-12)	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$161,599.00	
5	5.2	Teacher Advisor WoW Driving Miles (9-12)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bostonia Global High School	$71.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,502,230.00	$11,725,072.00

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	Director and Principal Salary	No	$204,839.00	$391,926
1	1.2	Teacher Advisor Salary (K-12)	No	$4,556,863.00	$4,177,790
1	1.3	Instructional Materials and Supplies (K-12)	No	$77,810.00	$40,455
1	1.4	Additional Certificated (K-12)	Yes	$1,271,809.00	$1,419,589
1	1.5	Office Admin Assistant and Office Assistant II (K-12)	No	$273,915.00	$351,508
1	1.6	Supplies, Services, and Equipment (K-12)	No	$475,000.00	$338,293
1	1.7	Computer software and subscriptions (K-12)	No	$140,458.00	$212,778
1	1.8	Supplies, Equipment, and Utilities (K-12)	No	$164,620.00	$360,864
1	1.9	Copier Maintenance and Supplies (K-12)	No	$6,290	$7,848
1	1.10	Student Transportation (K-12)	Yes	$15,000.00	$17,030

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	1.11	Travel (K-12)	No	$2,350.00	$8,723
1	1.12	Special Education Advisors and Support Staff	No	$1,047,593.00	$1,412,336
1	1.13	General Services and Administration provided by CVUSD	No	$737,401.00	$689,482
1	1.14	Transportation for Special Education Students	No	$737,401.00	$149,729
1	1.15	Classified Support	No	$176,086.00	$132,854
2	2.1	Maker Space Equipment and Supplies (K-12)	Yes	$24,500.00	$33,311
2	2.2	Environmental Sustainability Complex (K-12)	Yes	$3,000.00	$3,000
2	2.3	General Project Supplies (K-12)	Yes	$3,150.00	$7,111
2	2.4	Consultant Contracts (K-12)	Yes	$63,627.00	$5,000
2	2.5	Supplemental Serivces provided by District	Yes	$301,370.00	$274,544
2	2.6	Teacher Induction (Title II)	No	$17,624.00	$12,868
3	3.1	Counselor Salary (K-8)	Yes	$399,000.00	$134,804

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	3.2	Counseling and Guidance Tech Salary (K-8)	Yes	$149,838.00	$41,869
3	3.3	Nurse Salary (K-12)	No	$74,117.00	$54,318
3	3.4	Instructional Aid - Maker Space (9-12)	Yes	$49,500.00	$42,934
3	3.5	Instructional Materials (K-12)	Yes	$3,916.00	$4,746
3	3.6	Special Education Counselor Services	No	$81,372.00	$173,823
3	3.7	Guidance Technician (Title I)	Yes	$43,973.00	$44,582
3	3.8	Community Liaison (Title I)	Yes	$28,880.00	$27,862
3	3.9	Counselor (Title I)	Yes	$28,950.00	$25,354
4	4.1	Assistant Principal (K-8)	Yes	$295,633.00	$347,050
4	4.2	Instructional Coach (K-8)	Yes	$150,737.00	$173,338
4	4.3	English Language Development Assistant(K-12) (Title III & S/C)	Yes	$78,842.00	$42,710
4	4.4	Consultant Contracts (6-12)	Yes	$213,164.00	$102,500
4	4.5	SST Services - Sped Educators and Counselors	No	$150,000.00	$68,652

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)
4	4.6	District Provide Support Services	No	$221,008.00	$225,293
4	4.7	After School Student Support (Title III-Immigrant)	Yes	$3,458.00	$7,393
4	4.8	Transportation for Homeless Students (Title I)	Yes	$3,309.00	$150
5	5.1	World of Work Facilitator Salary (K-12)	Yes	$175,000.00	$160,584
5	5.2	Teacher Advisor WoW Driving Miles (9-12)	Yes	$535.00	$71

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,595,867	$2,629,396.00	$2,871,666.00	($242,270.00)	0.00%	0.00%	0.00%

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	1.4	Additional Certificated (K-12)	Yes	$1,271,809.00	$1,419,589		
1	1.10	Student Transportation (K-12)	Yes	$15,000.00	$17,030		
2	2.1	Maker Space Equipment and Supplies (K-12)	Yes	$24,500.00	$33,311		
2	2.2	Environmental Sustainability Complex (K-12)	Yes	$3,000.00	$3,000		
2	2.3	General Project Supplies (K-12)	Yes	$3,150.00	$7,111		
2	2.4	Consultant Contracts (K-12)	Yes	$63,627.00	$5,000		
2	2.5	Supplemental Serivces provided by District	Yes	$301,370.00	$301,370		
3	3.1	Counselor Salary (K-8)	Yes	$114,112.00	$114,112		
3	3.2	Counseling and Guidance Tech Salary (K-8)	Yes	$149,838.00	$41,869		
3	3.4	Instructional Aid - Maker Space (9-12)	Yes	$49,500.00	$42,934		
3	3.5	Instructional Materials (K-12)	Yes		$4,746		
3	3.7	Guidance Technician (Title I)	Yes		$44,582		

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)
3	3.8	Community Liaison (Title I)	Yes		$27,862		
3	3.9	Counselor (Title I)	Yes		$25,354		
4	4.1	Assistant Principal (K-8)	Yes	$200,482.00	$347,050		
4	4.2	Instructional Coach (K-8)	Yes		$173,338		
4	4.3	English Language Development Assistant(K-12) (Title III & S/C)	Yes	$39,021.00	$42,710		
4	4.4	Consultant Contracts (6-12)	Yes	$168,160.00	$52,500		
4	4.7	After School Student Support (Title III-Immigrant)	Yes		$7,393		
4	4.8	Transportation for Homeless Students (Title I)	Yes		$150		
5	5.1	World of Work Facilitator Salary (K-12)	Yes	$175,000.00	$160,584		
5	5.2	Teacher Advisor WoW Driving Miles (9-12)	Yes	$535.00	$71		

2022-23 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)
$10,662,504	$2,595,867	1.19%	25.54%	$2,871,666.00	0.00%	26.93%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

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

- **Support for Identified Schools**: Describe how the LEA 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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.

- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   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

  o   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)

  o   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 (%)

  o   This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o   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)

  o   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 + Carryover %)

  o   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)

  o   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)

  o   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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