LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cajon Valley Union School District
CDS Code: 37-67991-0140558
School Year: 2024-25
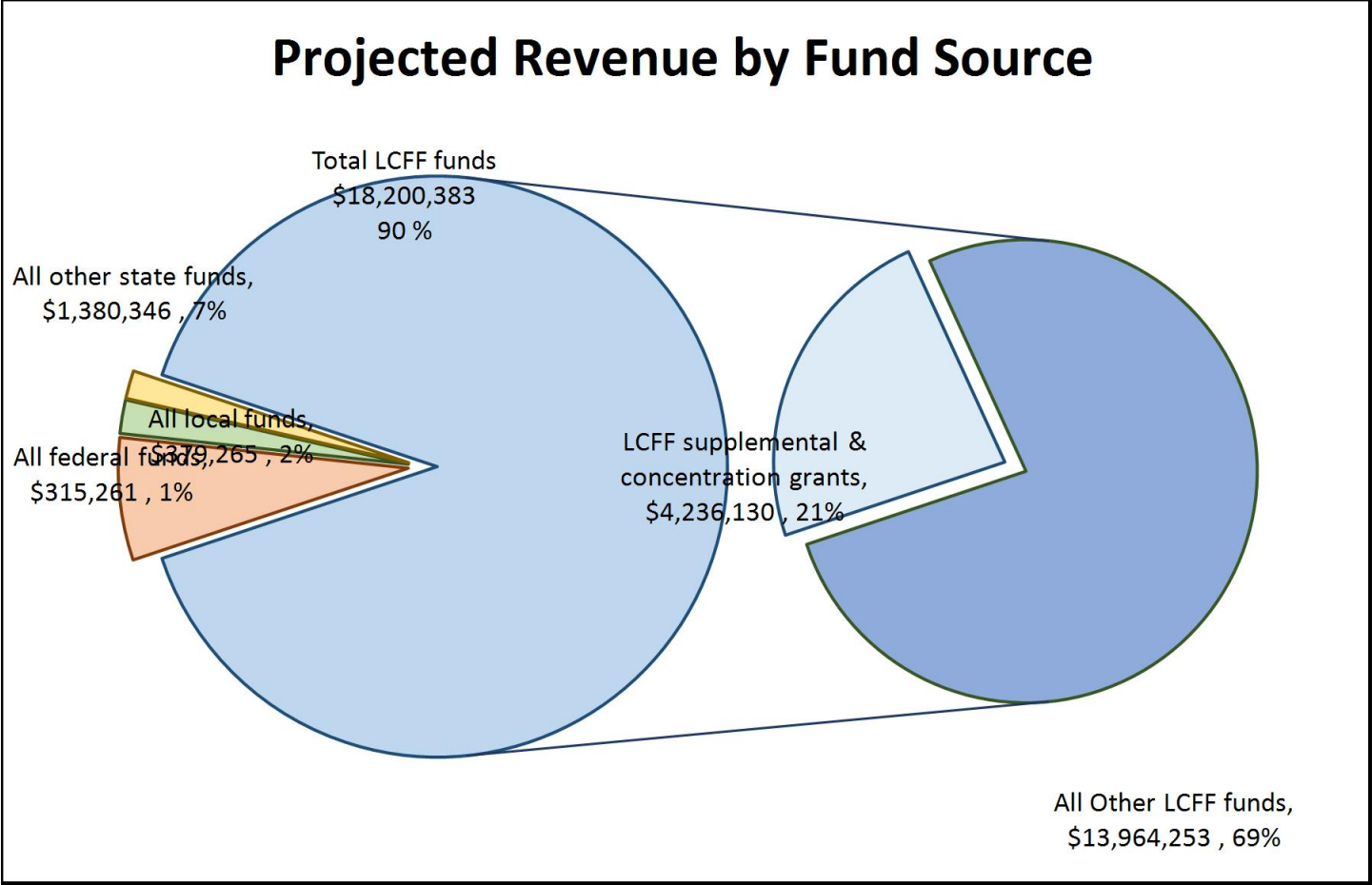LEA contact information:
Nerel Winter
Chief Executive Officer
wintern@cajonvalley.net
(619) 588-3693

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$18,200,383
90 %

All other state funds,
$1,380,346 , 7%

All local funds,
$379,265 , 2%

All federal funds,
$315,261 , 1%

LCFF supplemental & concentration grants,
$4,236,130 , 21%

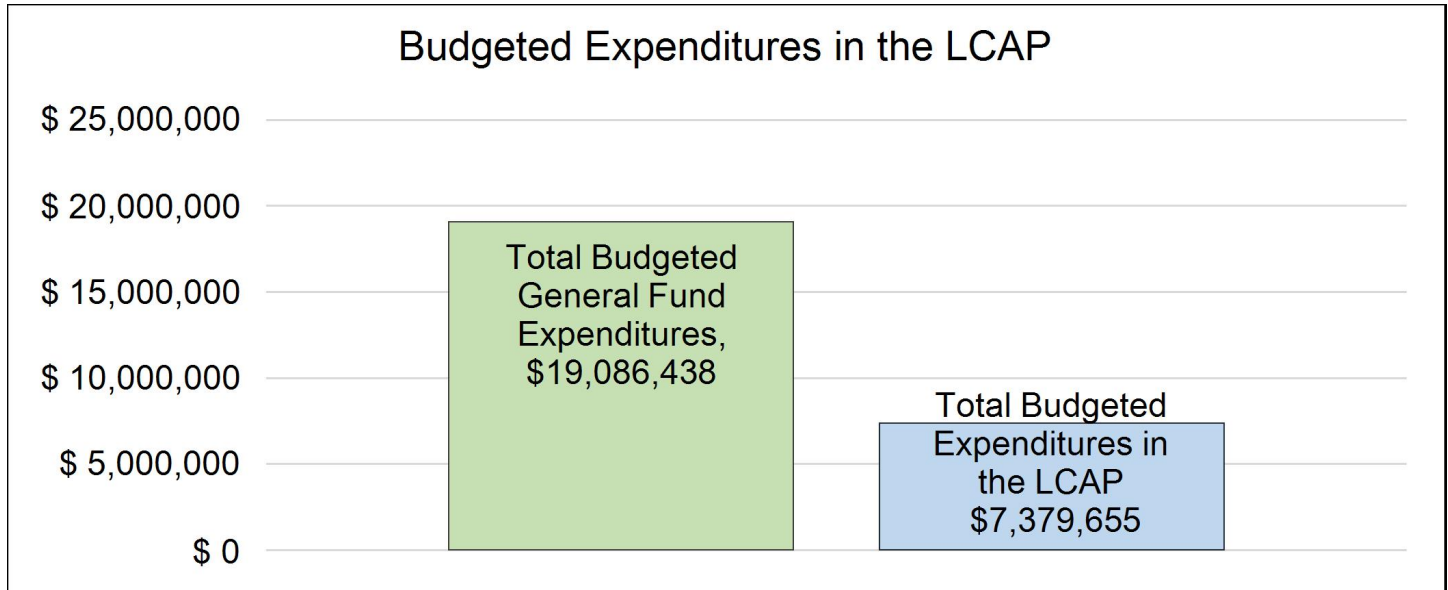All Other LCFF funds,
$13,964,253 , 69%

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

The text description for the above chart is as follows: The total revenue projected for Cajon Valley Union School District is $20,275,255, of which $18,200,383 is Local Control Funding Formula (LCFF), $1,380,346 is other state funds, $379,265 is local funds, and $315,261 is federal funds. Of the $18,200,383 in LCFF Funds, $4,236,130 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

$ 25,000,000	
$ 20,000,000	
$ 15,000,000	Total Budgeted General Fund Expenditures, $19,086,438
$ 10,000,000	
$ 5,000,000	Total Budgeted Expenditures in the LCAP $7,379,655
$ 0	

This chart provides a quick summary of how much Cajon Valley Union School District plans to spend for 2024-25. 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: Cajon Valley Union School District plans to spend $19,086,438 for the 2024-25 school year. Of that amount, $7,379,655 is tied to actions/services in the LCAP and $11,706,783 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
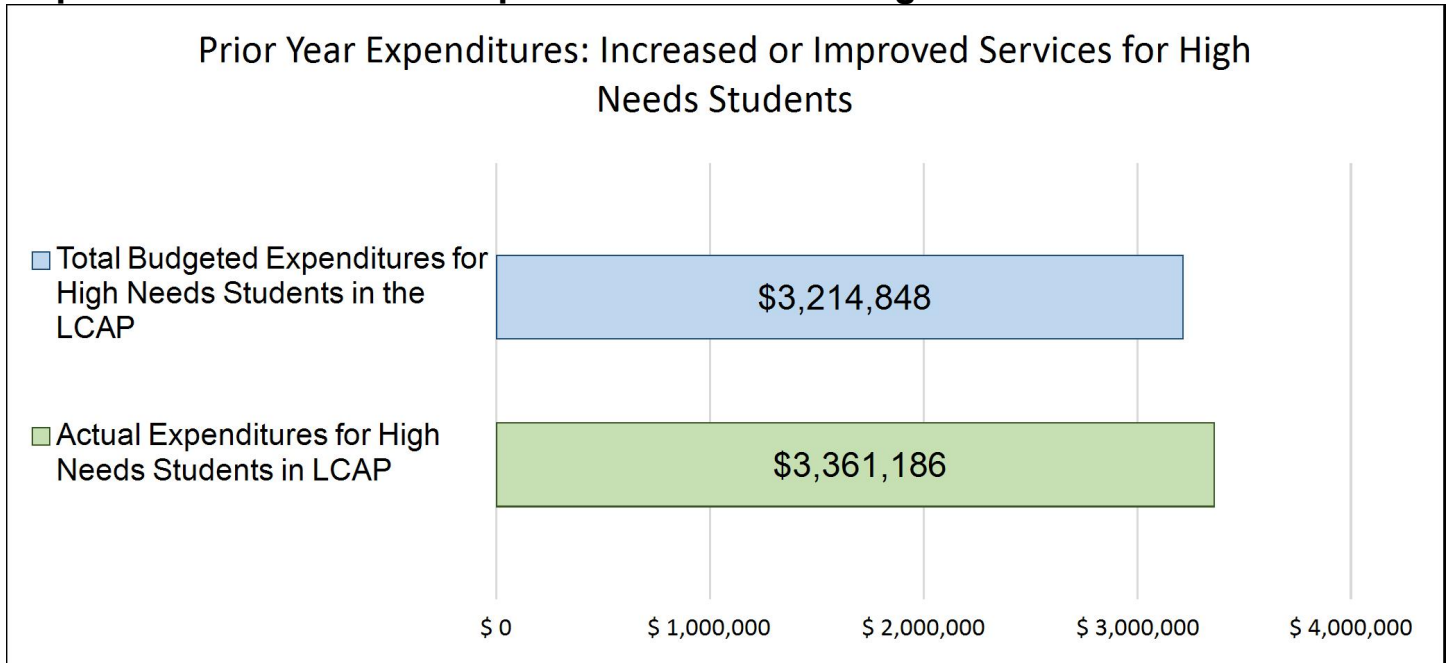
The Local Control and Accountability Plan (LCAP) does not include all federal, state, and local grants or donations. It also does not include all salaries for basic services including administration, custodial, and regular classroom instruction.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Cajon Valley Union School District is projecting it will receive $4,236,130 based on the enrollment of foster youth, English learner, and low-income students. Cajon Valley Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cajon Valley Union School District plans to spend $4,322,377 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $3,214,848

☐ Actual Expenditures for High Needs Students in LCAP — $3,361,186

$ 0 $ 1,000,000 $ 2,000,000 $ 3,000,000 $ 4,000,000

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

The text description of the above chart is as follows: In 2023-24, Cajon Valley Union School District's LCAP budgeted $3,214,848 for planned actions to increase or improve services for high needs students. Cajon Valley Union School District actually spent $3,361,186 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cajon Valley Union School District	Nerel Winter Chief Executive Officer	wintern@cajonvalley.net (619) 588-3693

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)

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-11 participated in trimester Exhibitions.	Based on local school data for the 2023/24 school year, 98% of students grades Tk-12 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	Based on local school data for the 2022/23 school year, 61% 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 listening and speaking domain was a primary area of need for our unduplicated students. Presentation Literacy will provide students an opportunity to express	63% of all students had designated time for presentation literacy through the form of a TedEd club.	70% of all students had designated time for presentation literacy through the form of a TedEd club.	72% of all students had designated time for presentation literacy through the form of a TedEd club.	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
	ideas clearly, concisely, and confidently. Building successful communication skills to improve				
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.	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 materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	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 materials for use at school and at home.
Priority 2- Standards Implementation	Professional Learning for Teaching Academic Standards:	Professional Learning for Teaching Academic Standards:	Professional Learning for Teaching Academic Standards:	Professional Learning for Teaching Academic Standards:	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
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	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	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: Overall Mean Score: 2.7	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: Overall Mean Score: 2.9	Overall Mean Score: 3.23 Standards Aligned Instructional Materials: Overall Mean Score: 3.12 Identifying Areas of Need in Instruction: Overall Mean Score: 3.23 Implementing Academic Standards: Overall Mean Score: 3.4 Admin Support in Implementing Standards: Overall Mean Score: 2.6 Recently Adopted Academic Standards and/or Curriculum Frameworks: Overall Mean Score: 3.1	

Goal Analysis

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.

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 the actions were implemented without large differences in expenditures. Staffing related expenditures saw an increase due to the negotiated salary schedule increase.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

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)

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.	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	5-8: 3.54 GrandMean score 9-12: 3.60 GrandMean score	Overall Engagement Grandmean score of at least 4.00.
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	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	5-8: 93% of students completing an ILP in 2022/23	5-8: 93% of students completing an ILP in 2022/23	100 % of students completing an ILP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		9-12: 100% of students completing an ILP in 2021-22	9-12: 100% of students completing an ILP in 2022/23	9-12: 100% of students completing an ILP in 2022/23	
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.	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.

Goal Analysis

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.

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 the actions were implemented without large differences in expenditures. Staffing related expenditures saw an increase due to the negotiated salary schedule increase. Teacher induction expenditures were double what was planned as we invest in the development of teachers in our program ensuring high quality teaching.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

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)

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.	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	5-8: 3.76 GrandMean score 9-12: 3.84 GrandMean score	Overall Engagement Grandmean score of at least 4.00
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.	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).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 at school and district levels(Overall Mean Score 4.27) Building Relationships between School Staff and Families	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	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
	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" 73% of students felt connected to their school site by replying "strongly agree" or "agree" to the	May 2023: 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" 69% of students felt connected to their school site by replying "strongly agree" or "agree" to the	May 2024: 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" 69% of students felt connected to their school site by replying "strongly agree" or "agree" to the	By 23-24: 5-8 37% All Students Engaged 27% All Students Hopeful 53% of students that replied "strongly agree" or "agree" to the statement, "I feel safe at school" 77% (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
		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 school site by replying "strongly agree" or "agree" to the statement "The adults	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 2023: 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 school site by replying "strongly agree" or "agree" to the statement "The adults	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 school site by replying "strongly agree" or "agree" to the statement "The adults	"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 "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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		at my school care about me."	at my school care about me."	at my school care about me."	"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 23-23 school year. 0% of students dropped out during the 22-23 school year.	.001% of students were expelled during the 23-24 school year. 0% of students dropped out during the 23-224 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 2023: 93%	May 20224: 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. 7% of respondents are actively disengaged.	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." 85% of respondents agreed with the statement, "I feel	March 2032 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." 85% of respondents agreed with the statement, "I feel	March 2024 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 statement, "I feel proud to be a parent at my child's school." 80% of respondents agreed with the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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."	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 school is perfect for my child."	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 school is perfect for my child."		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
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	March 2023 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." 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	2023/24 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			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 school is perfect for my child." This school is perfect for my child."		

Goal Analysis

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.

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 the actions were implemented without large differences in expenditures. Staffing related expenditures saw an increase due to the negotiated salary schedule increase.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

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)

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% of all students were "on track" to make "one year's growth in Math.	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, 24% of all students were "on track" to make "one year's growth in Reading. 22/23 As of Diagnostic 2, 18% of all students were "on track" to make "one year's growth in Math.	23/24 As of Diagnostic 2, 24% of all students were "on track" to make "one year's growth in Reading. 23/24 As of Diagnostic 2, 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
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%	23/24 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. Tier 3 - 21%	21-22 K-8 Tier 3 - 24% 9-12 Tier 3 - 67%	22/23 K-8 Tier 3 - 25% 9-12 Tier 3 - 70%	23/24 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%
iREADY Reading English learners, and	% of English learners, and Economically	21-22 K-8	22/23 K-8	23/24 K-8	Increase the % of English learners, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Economically Disadvantaged Students (Reported by each grade level K-3)	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%	English Learners: Tier 3: 49% Socioeconomically Disadvantaged: Tier 3: 33% 9-12 English Learners: Tier 3: 88% Socioeconomically Disadvantaged: Tier 3: 52%	English Learners: Tier 3: 38% Socioeconomically Disadvantaged: Tier 3: 41% 9-12 English Learners: Tier 3: 70% Socioeconomically Disadvantaged: Tier 3: 50%	English Learners: Tier 3: 38% Socioeconomically Disadvantaged: Tier 3: 41% 9-12 English Learners: Tier 3: 70% Socioeconomically Disadvantaged: Tier 3: 50%	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. This data was collected prior to Bostonia Global becoming a charter and reflects K-8 students.	21-22 K-8 English Learners: Tier 3: 36% Socioeconomically Disadvantaged: Tier 3: 27% 9-12 English Learners: Tier 3: 94% Socioeconomically Disadvantaged: Tier 3: 69%	22/23 K-8 English Learners: Tier 3: 35% Socioeconomically Disadvantaged: Tier 3: 34% 9-12 English Learners: Tier 3: 27% Socioeconomically Disadvantaged: Tier 3: 35%	22/23 K-8 English Learners: Tier 3: 35% Socioeconomically Disadvantaged: Tier 3: 34% 9-12 English Learners: Tier 3: 27% Socioeconomically Disadvantaged: Tier 3: 35%	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
	English Learners: Tier 3: 34% Socioeconomically Disadvantaged: Tier 3: 27%				
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.	22/23 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.	23/24 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 54.19% Socioeconomically Disadvantaged students 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 54.19% Socioeconomically Disadvantaged students scored Not Met or Nearly Met	23/24 (ELA) N/A% of Foster Youth scored Not Met or Nearly Met 37.19.07% English learners scored Not Met or Nearly Met 54.19% Socioeconomically Disadvantaged students 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
	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		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	23/24 (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%	23/24 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.
ELPI Indicator: California Dashboard	Due to the suspension of the 20-21 California Accountability Dashboard baseline data is unavailable.	Due to the suspension of the 20-21 California Accountability Dashboard baseline data is unavailable.	22/23 Suspension Rate-1.3%	23/24 Suspension Rate-1.3%	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
	Data will be available in Fall 2022.	Data will be available in Fall 2022. See ELPAC Data Proficiency Levels for more information.			
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	23/24 April 2022 Reclassification Rate: 21.4% 23/24 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 in all required areas of study as measured by daily schedule/master schedules.	100% of EL students receive ELD instruction 100% students are enrolled in core classes	100% of EL students receive ELD instruction 100% students are enrolled in core classes	100% of EL students receive ELD instruction 100% students are enrolled in core classes	100% of EL students receive ELD instruction 100% students are enrolled in core classes	21-24: Maintain Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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% 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% 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% 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.	

Goal Analysis

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.

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 the actions were implemented without large differences in expenditures. Staffing related expenditures saw an increase due to the negotiated salary schedule increase.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

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)

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.	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)	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)	99% of students with RIASEC indicators in (2023-23)	At least 95% of students serve at least 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).	100% of all students have access to a broad course of study (K-8).

Goal Analysis

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.

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 the actions were implemented without large differences in expenditures. Staffing related expenditures saw an increase due to the negotiated salary schedule increase.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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
Cajon Valley Union School District	Nerel Winter Chief Executive Officer	wintern@cajonvalley.net (619) 588-3693

Plan Summary [2024-25]

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-12. 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. The core of the Bostonia Global's mission is to prepare every student for success beyond the classroom. Our vision guides our efforts to provide personalized education, ensuring that each student's individual strengths, passions, and values are nurtured. Acknowledging the challenges that some of our students face, including those eligible for free and reduced lunch or navigating the foster care system, we are dedicated to bridging the opportunity gap. Through initiatives aligned with the Local Control Funding Formula (LCFF), our intention is to create equitable pathways to success for all learners. None of these endeavors would be possible without the dedicated staff of 1300 committed employees comprising teachers, administrators, and support staff—united in our mission to deliver a personalized educational experience for every student within the Cajon Valley Union School District. Together, we work to empower each individual to thrive academically, professionally, and personally, shaping a brighter future for our community and beyond.

Reflections: Annual Performance

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

As an in-district, dependent charter that is part of Cajon Valley Union School District, Bostonia Global's community is a representation of the district at-large. The Cajon Valley Union School District community brings unique experiences, strengths, interests, and values from across the globe. Cajon Valley students were born in 88 different countries before coming to California. 1 in 3 of Cajon Valley students are identified as English Language Learners, and 16% are new to the U.S. within the last five years. Since the start of the 23/24 academic year, 2,300 new students have enrolled in Cajon Valley through April, with 39% of these students being new to the country in the last five years.

Grades TK-8 at Bostonia Global follow the tenets 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.

Reflecting on the annual performance of Cajon Valley Union School District (CVUSD) based on the 2023 California School Dashboard and local data reveals a mixture of celebrations and areas of growth for student achievements and district improvements. The 2023 California

School Dashboard uses five performance colors to categorize a combination of growth and performance level (Red: lowest performance, Orange: low performance, Yellow: medium performance, Green: high performance, Blue: highest performance).

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

Chronic Absenteeism

Chronic Absenteeism: Bostonia Global's performance in chronic absenteeism, as depicted in the California School Dashboard, presents a positive picture due to a large decline of 5.9% from the previous year. This suggests a decreasing challenge in maintaining regular attendance among students system-wide. Reflecting the pattern at the district level, we had a majority of student groups decline in chronic absenteeism. The groups with the largest declines in absenteeism —all experienced reductions ranging from 1.8% to 16.4%. Although we are celebrating this positive reduction, we still had our White student group increase and place in the red performance level.

Family and Community Engagement

Family engagement is crucial in reducing chronic absenteeism because it fosters a supportive home-school connection that values regular attendance. When families are actively involved in their children's education, they can better understand the importance of consistent school attendance and are more equipped to address barriers that might prevent their children from attending school. Moreover, engaged families can work collaboratively with educators to create a welcoming and inclusive school environment that encourages students to attend regularly. Since June 2023, the 2 liaisons employed at Bostonia Global have played a pivotal role in bridging the linguistic and cultural divides within our diverse school community.
Poverty Simulations: We completed 1 Poverty Simulations at our school sites this year. Our team of community liaisons directly supports each simulation to facilitate the experience. These simulations, which include a site follow-up debrief, and ongoing leadership meetings, are crucial for understanding and supporting the diverse needs of our students and families. The feedback from staff has been overwhelmingly positive, with 90% finding the experience beneficial, 98% gaining a better understanding of families and students, and 92% feeling confident in applying what they've learned. This data underscores the effectiveness of these simulations in fostering a more empathetic and informed school environment.
Family Workshops: Liaisons facilitate each of our Family Workshops to build the capacity of our families. We provided workshops throughout the school year to support the various needs of our school community. These workshops included such topics as ELPAC, Early Literacy Skill Building, iReady, Understanding your Child's Report Card, Healthy Eating Nutrition Workshops, Car Seat Safety, Parent Square, Internet Safety, and Parenting Skills, to name just a few. Workshops are provided in English, Spanish, Arabic, Farsi, and Pashto, the predominant languages in our school community.
Parent and Staff Conferences and Meetings: Community Liaisons support all 27 sites by fostering relationships and connections between all families and school staff, as well as, support with primary language needs, which include English, Spanish, Arabic, Farsi, and Pashto. This includes Parent Teacher Conferences, Exhibitions, Family Teacher Team meetings, School Site Councils, English Language Advisory Councils, Student Success Team Meetings, and individual meetings as needed.
In summary, the liaison contribution to our LCAP goal is evident in these activities and the positive feedback received. They are helping to create a more welcoming, inclusive, and supportive school environment. They assist the school sites in closing cultural and linguistic gaps. This progress, although substantial, also highlights areas for continued growth and development, ensuring that our commitment to every student, staff member, and family being safe, empowered, and respected is not just a goal, but a reality.

Suspension

This year's report on suspension rates shows areas of significant challenges and improvement opportunities. Based on our 2023 California Dashboard, our overall performance level is orange, indicating a high rate of out-of-school suspension. Bostonia Global increased by 1.9% in suspension rates, meaning more students were suspended at least once from school. White students are in the red category, with an increase of 5.8% The increase in suspension, along with the first year launch of the District Expectations for Student Success have led to a deeper investigation into the root causes of behaviors that lead to out-of-school suspension and the implementation of strategic plans to address the causes and implement more effective responses to behavior across our school sites.
Our African American student group, showed a decrease in suspension rates and is now in the green category.
Student behavior is a complex issue impacting all stakeholders. The rising suspension rate combined with staff concern about increasingly complex behavior led to the formation of the District Safety Committee (DSC), a collaboration between Cajon Valley Educators Association (CVEA) and Cajon Valley Administrator's Association (CVAA) to create district-wide expectations for student success, addressing the various levels of behavior seen across the district, and work toward safer school campuses. These expectations for student success outline the behaviors and the possible interventions and consequences to address the behaviors in a tiered system of intervention and support, labeled as Green, Yellow and Red. While implementing the DSC plan this year has led to an increase in suspensions as a consequence during this school year, the plan is also a long-term investment into creating the necessary conditions for all CVUSD classrooms to ensure students feel safe, empowered, and respected. A key role of the CVUSD Expectations for Student Success is to not only identify behaviors, interventions, and consequences, but to also explicitly teach the social and behavioral skills that students need to thrive inside and outside of the classroom.

Comprehensive Counseling Program

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

Student Gallup

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

Specifically, the average score for the sense of belonging has risen by 0.07 on a scale of 1 to 5, signaling a tangible enhancement in students' perception of their school environment. Moreover, responses to critical survey statements reveal significant upticks: the affirmation of "I have fun at school" has increased by 0.02 to reach 3.68, while the endorsement of "At this school, I get to do what I do best every day" has seen a more substantial rise of 0.06, reaching 3.62. These improvements underscore a more positive and fulfilling school experience for students, aligning closely with the district's overarching goal of fostering an environment where students feel valued, secure, and capable of realizing their full potential.

However, despite these commendable strides, the data also sheds light on areas where further attention and intervention may be warranted. Particularly noteworthy is the category of Hope, wherein the mean score for the "Ideas and energy students have at this school" falls slightly below the district average (This School: 4.04 vs. District: 4.12). Addressing this disparity presents an opportunity for our staff to implement targeted interventions aimed at bolstering students' self-belief and outlook towards their future.

In response to these findings, Bostonia Global has identified several interventions and next steps to continue building upon the positive momentum. The implementation of the Portrait of a Graduate framework serves as a foundational tool for instigating conversations and activities geared towards fostering hope and self-empowerment among students. Additionally, the creation of a collaborative Google document provides a platform for students to actively engage in reflections, goal-setting, and future planning, thereby reinforcing a sense of agency and ownership over their academic and personal development.

Moving forward, Bostonia Global remains committed to consolidating gains in areas of engagement, belonging, and social-emotional well-being. By leveraging data-driven insights and implementing targeted strategies, we are poised to further enhance the school environment, ensuring that every student feels valued, supported, and equipped to thrive academically and personally.

English Language Arts

According to the California Assessment of Student Performance and Progress (CAASPP) data, this year's English Language Arts performance continues to show the challenge we are finding in our literacy performance. Overall, Boston Global is in the Orange category on the California Accountability Dashboard, with a decline of 12.6 points, which signals that we are continuing at the low-performance level. English Learners and Students with Disabilities are in the Red category on the California Accountability Dashboard, with declines of 17.1 and 19.9 points, respectively. These significant decreases highlight an urgent need for personalized support and interventions to address the specific challenges these students face.

Other student groups, such as Hispanic, Socioeconomically Disadvantaged, and White students, also experienced declines in their performance. As mentioned above, when we analyzed our demographic data, we found many of our students who have been in the country for less than two years can be found in this student group.

In addition to monitoring the number of students performing at standard, we are focused on growth measures to ensure all students are making "typical growth" (one year's growth) each year. This metric is helping refine our Tier 1 Multi-Tiered System of Supports (MTSS) structures for all students in order to ensure the majority of our students are making growth from their starting point and not just measured against standard.

For grades K-8, based on our iReady Diagnostic #2, given between December 2023 and January 2024, 25% of students are on track to make a typical year's growth in reading for this school year. For Grades 9-12, based on our iReady Diagnostic #2, given between December 2023 and January 2024, 16% of students are on track to make a typical year's growth in reading for this school year. Although this is below our current LCAP metric goal of 70%, we did see a 2% increase from last years Diagnostic #2.

For grades K-8 iReady Diagnostic #2, 25% of students are currently in Tier 1 (on track to be reading at or above grade level), 45% are reading in Tier 2, and 30% are at risk for tier 3 (reading two or more grade levels below). For Grades 9-12, 16% of students are currently in Tier 1 (on track to be reading at or above grade level), 17% are reading in Tier 2, and 67% are at risk for tier 3 (reading two or more grade levels below).

Based on the 2023 California Dashboard, students were, on average, 40.8 points below standard in English Language Arts. We maintained an "orange" performance level. Based on the 2023 CAASPP assessment, 35.32% of students met or exceeded standards in English Language Arts, 25.72% of students were at standard or nearly met, and 38.95% of students did not meet standards. Student groups with the largest decrease were English Learners (-17.1 points), and Students with Disabilities (-19.9 points).

Based on the 2023 California Dashboard, 39.6% of English Learners made progress towards English Language proficiency. This means that students either increased at least one level of proficiency on their English Language Proficiency Assessment (ELPAC) or remained the highest level of a 4.

As of February 2024, 89 Bostonia Global students are still in the process of reclassification.

Based on valuable insights from focus groups and surveys conducted with teachers and site leaders, several crucial goals for literacy improvement have been outlined. Firstly, there is a pronounced need to enhance teacher knowledge to equip educators with the skills necessary for effective literacy instruction. Additionally, the implementation of robust Multi-Tiered System of Supports (MTSS) structures is crucial for targeted interventions that meet diverse student needs. There is also a clear demand for more time allocated for educators to learn, plan, and collaborate, ensuring that literacy strategies are thoughtfully designed and implemented. Access to high-quality resources is identified as essential, enabling both students and staff to engage with top-tier materials for universal high-quality instruction. Finally, it is vital that both students and staff are empowered with relevant knowledge and data to make well-informed instructional decisions.

Collaborating with their Literacy Leadership, Bostonia Global crafted personalized literacy plans that focus on both current strengths and areas needing improvement based on data. These plans are structured around a "literacy change idea" specific to each site, detailing methods for evaluation and ongoing monitoring to ensure effectiveness. Additionally, these plans set the groundwork for building increased site capacity in literacy over the coming years, ensuring a sustainable approach to literacy enhancement.

To better inform these literacy initiatives, site staff members regularly engage in data dives using tools like iReady and CORE Assessment. These sessions help in identifying students' individual strengths and areas that require more focused attention, thereby guiding the development of leveled support strategies in literacy. Complementing these efforts are the bi-weekly "Monday Messages," which are emails sent to all certificated staff and administrators containing updates on the science of reading research and best practices. These messages include a survey to gauge staff engagement and link the theoretical aspects of literacy to practical instructional methods.

Furthermore, the district promotes continuous professional development through the Cajon 365 platform, offering asynchronous learning opportunities that include a rich blend of research materials, instructional videos, and practical artifacts. As of April 2024, 10% of staff have engaged with at least one literacy module from this platform. Principals are also involved in specialized literacy breakout sessions that occur once per trimester, enhancing leadership capacity in structured literacy based on the latest scientific research. Moreover, the establishment of the Kindergarten Assessment Advisory Committee aligns with future-focused goals such as integrating dyslexia screeners in response to legislative requirements, with plans to extend these efforts to first and second grades in the upcoming school year.

In the Cajon Valley district, literacy improvement initiatives are robustly supported through structured engagements such as the Thrive Cohorts, where principals convene in area cohorts five times annually. These meetings focus on the Plan, Do, Study, Act cycles, which are instrumental in reviewing educational data and setting strategic literacy goals. Following these meetings with principals, the site Literacy Leadership teams meet to analyze specific site data, allowing them to set, monitor, and adjust site-specific literacy goals throughout the academic year. This structured approach ensures a continuous cycle of assessment and improvement aimed at enhancing literacy across the district.

Significant gains in teacher literacy proficiency are also being made through the implementation of the Language Essentials for Teachers of Reading and Spelling (LETRS) training. This program, which has engaged over 160 certificated staff members, is designed to deepen educators' understanding of the science of reading and enhance their instructional skills. From September 2023 to April 2024, there was a marked improvement in teachers' familiarity with science of reading concepts, rising from an average rating of 1.9 to 3.9, and their confidence in teaching word recognition skills, which increased from 3 to 4.1. These improvements highlight the effectiveness of LETRS in empowering teachers with the knowledge and skills necessary for high-quality literacy instruction.

Additionally, grade-level professional learning collaborations have been instrumental in addressing the lack of foundational reading skills among students at both elementary and middle school levels. These collaborations focus on teaching the science of reading and best practices in foundational reading skills. In parallel, CORE Phonics and Phonological Awareness surveys are administered to further analyze and understand the foundational reading capabilities of students. Early results indicate varying proficiency levels across grades, with notable disparities in phonics and phonological awareness that are being targeted for improvement through these focused educational strategies.

In September 2023, iReady Diagnostic 1 data revealed significant challenges in student literacy, with 75% of assessed students reading at least 2-grade levels below proficiency, highlighting gaps in phonics skills, vocabulary, and staff readiness for explicit literacy instruction. To address these challenges, we adopted a tiered approach to provide targeted Literacy Professional Learning to meet the diverse needs of our students. Beginning with Tier 1 instruction, now and through 2024/25, all teachers are participating in Lexia Aspire™ Professional Learning sessions utilizing the existing Monday PLC Structure. This learning will include up to 15 Literacy courses that focus on accelerating phonics and language comprehension skills for all students.

Focus Student Groups: Students with Disabilities

To address the literacy needs of students with disabilities, the Special Education department took an intentional focus on interventions to develop foundational reading skills. SIPPS is a research-based foundational skills program proven to help both new and striving readers in grades K–12, including English learners and students identified with dyslexia. During the 23/24 school year, one Ed Specialist at every site has attended a SIPPS training. 5 sites have completed all 4 SIPPS levels. Feedback from teachers indicates positive student results.

Barton is a systematic, research based approach to teaching reading rooted in the science of reading and Orton-Gillingham strategies created for students with dyslexia and other reading disabilities. It was originally intended for one to one instruction and can be used in groups of up to three students. There are 10 levels of training, ranging from phonemic awareness to morphology.

By the end of this school year, over 70 education specialists and paras will be trained through level 4. This year, we tracked the iReady scores of a focus group of 22 students who are currently receiving instruction in levels 3 and 4 of Barton. The results revealed that:?
95% of the students improved their overall score;

59% of students increased one or more levels from D1 to D2;
82% demonstrated growth in their phonics scaled score.

In a district survey of teachers who trained to at least level 5 and are using the program with fidelity, staff corroborated the significant growth previously mentioned and indicated that they felt more confident teaching reading since they started implementing Barton in their classrooms. Given the success of the program, Barton training opportunities will continue throughout the next school year for previously enrolled and newly interested teachers.

Starting in the 24/25 school year, Cajon Valley will offer regularly scheduled training for Education Specialists and paraprofessionals via a district Tier 3 coach with accompanying on-site coaching support.

Primary roles for school psychologists include determining eligibility for special education services under Ed Code, evaluating student needs in the development of an appropriate IEP, evaluating functions of behavior and supporting staff in creating environments to support behavior, and supporting students mental health and behavioral needs.

Our 33 district school psychologists are crucial to the success of our student population, serving 24 Cajon Valley campuses, four charters, seven Non-Public Schools, five local private schools and any Cajon Valley students who attend not-for-profit schools in San Diego County. In reflection of the diversity in Cajon Valley, we have successfully recruited and retained 1 Chinese/English, 3 Arabic/English, and 11 Spanish/English bilingual school psychologists. During the 23/24 school year, our school psychologists have completed over 1200 evaluations and numerous functional behavior assessments, mental health assessments, behavior intervention plans, and Special Circumstance Independence Assistant (SCIA) evaluations.

Target Student Groups: English Learners

At Bostonia Global, we are committed to supporting our English Learner (EL) students in achieving English language proficiency and academic success. Our focused efforts on reclassification and English language progress ensure that EL students receive the targeted support they need to thrive.

English Learner Progress
Current Performance: According to recent data, 39.6% of our current EL students are making progress towards English language proficiency. Despite facing challenges, we are dedicated to improving this performance level.
Performance Level: Our EL students are currently at a very low performance level (level 1 of 5) on the state gauge, marked as Red, indicating significant room for improvement.
Progress Decline: There has been a decline of 14.1% in the number of EL students making progress, which highlights the need for enhanced support and intervention strategies.

Math

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

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

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

Based on the data acquired, next steps and strategies to address the math performance of Bostonia Global students include:
Tiered Intervention Approach:
Implement tiered interventions for math proficiency levels (Tiers 1, 2, and 3), targeting specific skills and concepts where students are struggling.
Provide intensive support and personalized learning experiences for Tier 3 students to help them bridge the gap to grade-level proficiency.
Differentiated Instruction:
Use differentiated instruction strategies in math classrooms to address the diverse learning needs of students.
Offer extension activities and enrichment opportunities for students performing at or above grade level to further challenge and engage them.
Professional Development:
Provide professional development opportunities for math teachers to deepen their understanding of effective instructional strategies, particularly those targeting struggling learners.
Focus on strategies for teaching key math concepts and problem-solving skills to improve overall math proficiency.

Data Analysis and Response:
Analyze iReady Diagnostic #2 math data to identify specific areas of weakness and strengths among students.
Develop targeted interventions and instructional plans based on data analysis to address identified math needs and align them with the curriculum.
While the arts programs in Cajon Valley provide a number of excellent opportunities for students, there is still work to do in terms of providing arts instruction for all students so they can develop their own artistic ability.

Extended Learning Opportunities

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

TK Expansion

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

Reflections: Technical Assistance

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

During the 2023/2024 school year, Bostonia Global was identified for Differentiated Assistance in two areas: EL Academics and Suspension. Through coaching and guidance provided by the county office of education, Cajon Valley implemented a systematic literacy and social emotional learning plan. Site administrators met in cohorts of elementary schools and their feeder middle schools in 5 week cycles to engage in improvement cycles around literacy and belonging. Each site assembled and regularly met with a team of staff members, called the Thrive Team, to develop, implement, and assess a plan that supported literacy and belonging. Each site then created a thorough literacy plan and submitted it to the central team. This allows the central team to offer strategic support to maximize the impact on student academic growth.

Comprehensive Support and Improvement

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

Schools Identified

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

Bostonia Global

Support for Identified Schools

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

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

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

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

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

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

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

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

Monitoring and Evaluating Effectiveness

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
LCAP Committee	The LCAP Committee meets four times a year to review the district's goals, actions, services, data, budget, and districtwide survey results from all educational partners. With all this information, the committee provides input on how to allocate available one-time funds and ongoing LCAP funding items. Meeting Dates: September 15, 2023 October 13, 2023 December 8, 2023 January 26, 2024 March 8, 2024 May 17, 2024
LCAP Student Committee	Student meetings are aligned with LCAP meeting topics. Students meet online with a central lead to capture their voices on current topics, and their feedback is shared during LCAP meetings. This group also provided direct feedback on the LCFF Priority Survey. Meeting Dates: January 22, 2024 February 26, 2024 March 18, 2024 April 29, 2024
DELAC	The DELAC committee meets throughout the school year to address the specific needs of English Learners and their families. Agendas

Educational Partner(s)	Process for Engagement
	include topics related to the local control and accountability plan. In 2024-25 Local Control and Accountability Plan for Cajon Valley Union School District Page 16 of 150 Educational Partner(s) Process for Engagement the spring, the LCAP annual update is provided to this group for further feedback. Meeting Dates: September 20, 2023 October 18, 2023 October 23, 2023 November 29, 2023 January 24, 2024 February 28, 2024 March 13, 2024 April 17, 2024 May 15, 2024 June 5, 2024
Families	All families were given the opportunity to provide feedback through our districtwide LCFF Priorities Survey and the Portrait of a Graduate Priority Skills Survey.
Administration	The administrative association has representation on the LCAP committee. Principals, assistant principals, and central leadership meet at least monthly to provide data and targeted feedback related to goals and actions. Central teams create goals aligned with actions and metrics to measure effectiveness. Overviews and feedback from LCAP meetings are shared during administrative meetings. All administrators have the opportunity to provide input on the LCFF Priority Survey. Meeting Dates August 30, 2023 September 6, 2023 September 13, 2023 September 20, 2023 September 27, 2023 October 4, 2023

Educational Partner(s)	Process for Engagement
	October 18, 2023 October 25, 2023 November 1, 2023 November 15, 2023 December 6, 2023 2024-25 Local Control and Accountability Plan for Cajon Valley Union School District Page 17 of 150 Educational Partner(s) Process for Engagement January 17, 2024 January 31, 2024 February 7, 2024 February 21, 2024 March 6, 2024 March 20, 2024 April 17, 2024 May 1, 2024 May 15, 2024
Certificated Staff	Certificated association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All certificated staff had the opportunity to provide input on the LCFF Priority Survey.
Classified Staff	Classified association leadership is part of the LCAP committee. Besides these meetings, leadership meets with cabinet members to address individual needs related to their membership and the local control accountability plan. All classified staff had the opportunity to provide input on the LCFF Priority Survey.

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

Bostonia Global has implemented a robust and inclusive feedback system designed to gather input from various educational partners, including families, staff, students, and community members. This system ensures that the voices of all stakeholders are heard and considered in the decision-making process to enhance our school's programs and services.

Key Features of the System

Scheduled Input Meetings: Specific dates are set for input meetings with each group, ensuring regular and structured opportunities for feedback.

School Site Council Meetings: These meetings serve as platforms for discussing feedback and making informed recommendations to improve services and address priorities.

Expanding Student Voice

To enhance student participation in decision-making, Bostonia Global has formed student feedback groups, inviting students from grades 9-12 to share their perspectives on school goals and agenda items. This initiative ensures that student voices are integral to shaping the school's policies and programs.

Community-Wide Survey

A community-wide survey was created to highlight strengths and areas of focus based on our school's priorities. This survey helps Bostonia Global understand the needs and priorities of each educational partner group and refine its services accordingly.

Transparency and Accountability

Bostonia Global's commitment to transparency and accountability is demonstrated through mid-year school board presentations, public hearings, and requests for final approval from the school leadership team. These steps ensure that the community is informed and involved in the decision-making process.

Key Insights and Actions

Professional Development: Feedback from monthly staff meetings emphasized the need for more professional learning time on campus and site-specific development, leading to adjustments in our action plan.

Support for Expanding Programs: Staff and parents highlighted the need for increased aide allocations to support expanding TK programs and lunch recycling initiatives.

Operational Improvements: During feedback meetings, participants stressed the necessity of streamlining the field trip reservation process and increasing busing availability. They also identified the need for enhanced maintenance plans to address unforeseen repairs and emergencies.

Safety Enhancements: Recommendations included expanding the school safety committee, appointing campus safety leads, and increasing roving support.

Inclusive and Personalized Learning

Feedback from student meetings provided valuable insights into student priorities, informing various actions and strategies. Key requests included expanded food choices for lunch, more engaging lessons, and better-maintained facilities.

Support for English Learners and SPED

Meetings with English Learner Advisory Committee (ELAC) emphasized the increasing need for translation and interpretation services to support the growing number of English learners from diverse linguistic backgrounds. The ELAC committee also highlighted the need for personalized learning, enrichment classes, parent education focused on bullying and addiction prevention, and increased SPED supports.

Conclusion

The collective input from these educational partners has been instrumental in refining our school's goals and action plans, ensuring that they address the diverse needs and priorities of the Bostonia Global community. Our comprehensive feedback system exemplifies our commitment to inclusivity, transparency, and continuous improvement.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students acquire the relevant skills needed for personalized career pathways based on their natural talents and interests. Data from the Student Gallup Survey revealed that only 37% of students in grades 5-8 feel hopeful about their future, and only 47% are classified as "engaged" in their learning. Additionally, the Gallup Parent Survey results indicate that one of the lowest-performing indicators is that parents feel their child lacks opportunities to choose how they learn. By increasing personalized learning opportunities based on students' unique strengths, career development, and social-emotional learning, student agency will increase, positively impacting student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	RIASEC Interest Survey Completion	Baseline information will be collected through the LMS in Spring 2025.			Target will be established based on baseline in the 24-25 school year.	
1.2	Priority 6 Survey	2024 Priority 6 Student Survey: At least one adult in my school knows my			2027 Priority 6 Student Survey, increase % of responses at a 4 or 5 by 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		interests - 61% of students responded 4 or 5 on a 1-5 scale At least one adult in my school knows my hopes/goals for the future - 65% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to me - 63% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to my future - 71% of students responded 4 or 5 on a 1-5 scale I shared my ideas in class this year to peers and/or adults. New Metric: Will be collected 24-25 SY			At least one adult in my school knows my interests - 71% At least one adult in my school knows my hopes/goals for the future - 62% The things I'm learning in school are important to me - 75% The things I'm learning in school are important to my future - 80%	
1.3	Career Development Learning Experiences	98% of students had access to at least one enhanced career development learning experience outside their classroom.			100% students will have access to at least one enhanced career development learning experience outside their classroom.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Broad Course of Study	100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. 100% of students in grades 9-12 have access to a broad course of study through the recommended UC A-G course list.			Maintain Baseline: 100% of students in grades 1-6 have access to the Broad Course of Study which includes courses in English, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, and Physical Education. 100% of students in grades 7-8 have access to the Broad Course of Studies which includes courses in English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. 100% of students in grades 9-12	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					have access to a broad course of study through the recommended UC A-G course list.	
1.5	Principal Professional Learning Communities	Baseline information will be collected during the 24-25 school year. __% sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance			Target will be established based on baseline in the 24-25 school year. By June 2025, __%__ sites will have a systematic and continuous improvement plan that leverages Mondays and other site structures to increase student growth performance	
1.6	Professional Learning Day Survey	Baseline information will be collected during the 24-25 school year. On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your			Target will be established based on baseline in the 24-25 school year. Maintain an average score of 4 or higher, and/or raise 0.2 for each indicator. On a scale of 1-5, how did today	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		site's goals? Mean Score: TBD			support your implementation of our district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	
1.7	Student Participation in Exhibitions of Learning	90% of students participating in Exhibitions of Learning in 2023-24			95% of students participating in exhibitions	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	World of Work Coordinator	The World of Work (WoW) Coordinator at Bostonia Global is responsible for integrating career exploration and readiness into the school curriculum. This role aims to provide students with a comprehensive understanding of various career paths, helping them make informed decisions about their futures. The Coordinator will work closely with educators, students, parents, and community partners to implement and sustain WoW initiatives. Key Responsibilities: Program Development and Implementation: Develop and implement a World of Work curriculum that aligns with Bostonia Global's educational goals and standards. Create engaging and interactive career exploration activities for students in grades TK-8. Integrate WoW concepts into existing subjects and coordinate with teachers to embed career readiness into daily lessons. Student Engagement: Organize and facilitate career exploration events, including career fairs, guest speaker sessions, and workplace visits. Provide individual and group counseling to help students understand their strengths, interests, and values as they relate to potential career paths. Assist students in developing personalized career plans and setting achievable goals. Community and Industry Partnerships: Build and maintain partnerships with local businesses, organizations, and professionals to support WoW initiatives. Coordinate internships, job shadowing opportunities, and mentorship programs for students.	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Collaborate with community partners to bring real-world experiences and expertise into the classroom. Professional Development and Training: Provide training and resources to teachers and staff on integrating WoW principles into their teaching practices. Stay updated on current trends and best practices in career education and share this knowledge with the school community. Organize professional development workshops and seminars focused on career readiness and workforce skills. Data Collection and Reporting: Monitor and evaluate the effectiveness of WoW programs and initiatives. Collect and analyze data on student participation and outcomes to inform program improvements. Prepare reports for school leadership and stakeholders on the impact of WoW initiatives. Communication and Outreach: Communicate regularly with students, parents, and staff about WoW programs and events. Develop promotional materials and use various media platforms to increase awareness of WoW opportunities. Serve as a liaison between the school and external partners, ensuring alignment and collaboration.		
1.2	Career Development Experiences	Career Development Experiences at Bostonia Global are designed to equip students with the skills, knowledge, and insights necessary to navigate their future careers successfully. These experiences integrate real-world applications with academic learning, fostering a comprehensive understanding of various career paths and the skills required to excel in them.	$32,386.00	Yes
1.3	Internship Supports & Exhibition	Internship Supports & Exhibition at Bostonia Global are designed to provide students with valuable hands-on experiences in real-world settings	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		while showcasing their learning and achievements to the community. These programs aim to bridge the gap between academic learning and professional practice, helping students develop practical skills, gain industry insights, and build professional networks. The culmination of these experiences is an exhibition where students present their work, reflect on their learning, and celebrate their accomplishments.		
1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Cajon Valley Union School District (CVUSD) provides comprehensive support to Bostonia Global through various services and initiatives related to World of Work (WoW), TedEx, professional learning, LCAP, and more. This support ensures that Bostonia Global can effectively implement these programs and meet the diverse needs of its students, staff, and community. World of Work (WoW) Program Development and Integration Curriculum Support: CVUSD assists Bostonia Global in developing and integrating the World of Work curriculum into existing subjects, ensuring alignment with district standards and goals. Resource Provision: Providing materials, tools, and resources necessary for implementing career exploration activities, including access to career interest surveys, software, and platforms. Partnership Facilitation Industry Connections: CVUSD helps establish and maintain partnerships with local businesses and organizations, facilitating job shadowing, internships, and mentorship opportunities for students. Guest Speakers and Career Fairs: Coordinating events where professionals from various industries can interact with students, sharing insights and experiences. TedEx Events Event Organization and Logistics Planning Assistance: CVUSD provides guidance and support in planning and organizing TedEx events, including venue setup, scheduling, and promotion.	$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Training and Resources: Offering workshops and resources to help students develop their presentation skills and prepare compelling TedEx talks. Professional Learning Ongoing Professional Development Workshops and Training Sessions: CVUSD offers regular professional development opportunities for Bostonia Global educators, focusing on the latest educational trends, teaching practices, and technology integration. Collaborative Networks: Facilitating participation in professional learning communities where teachers can share best practices, collaborate on projects, and support each other's growth. Specialized Programs Science of Reading Training: Providing training on evidence-based reading instruction methods to improve literacy outcomes for students. Technology Integration: Offering training on effectively incorporating technology into the classroom to enhance student learning and engagement. Local Control and Accountability Plan (LCAP) Strategic Planning and Implementation Goal Setting and Monitoring: CVUSD collaborates with Bostonia Global to set strategic goals, monitor progress, and make data-driven decisions to achieve LCAP objectives. Resource Allocation: Ensuring that Bostonia Global has access to necessary funds and resources to support key initiatives and programs aligned with LCAP goals. Community and Stakeholder Engagement Feedback Systems: Implementing comprehensive feedback systems to gather input from Bostonia Global's families, staff, students, and community members. LCAP Committee Meetings: Hosting regular meetings to discuss feedback, make recommendations, and ensure transparency and accountability in the planning process.		

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Learning Days for all staff	Professional Learning Days at Bostonia Global are designed to provide all staff members with opportunities to enhance their skills, knowledge, and effectiveness in supporting student learning and development. These days are strategically planned throughout the school year to address key educational priorities, foster collaboration, and ensure continuous improvement in teaching and learning practices.	$651,477.00	Yes
1.6	Collaboration Time for Certificated Staff	Collaboration time for certificated staff at Bostonia Global is designed to foster a professional learning community where educators can work together to improve teaching practices, enhance student learning, and address school-wide goals. This dedicated time allows teachers to engage in meaningful discussions, share best practices, analyze student data, and plan collaboratively. The ultimate goal is to create a cohesive and supportive environment that promotes continuous professional growth and student achievement.	$651,477.00	Yes
1.7	Professional Learning Experiences	Professional Learning Experiences (PLEs) at Bostonia Global are designed to provide educators with continuous opportunities for growth and development. These experiences aim to enhance teaching practices, improve student outcomes, and foster a collaborative and innovative school culture. By offering a variety of professional learning formats and focus areas, Bostonia Global ensures that all staff members have access to high-quality professional development tailored to their needs and the goals of the school.	$27,252.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Chronic absenteeism remains a significant concern in the 2023 California Dashboard, with 28% of students categorized as chronically absent during the 22/23 school year. However, there has been a notable improvement, with a 5.9% decrease from the previous year.
To tackle chronic absenteeism, Bostonia Global employs a multifaceted approach that combines proactive outreach, targeted support services, and collaborative efforts with families and community partners. Recognizing that absenteeism often stems from various underlying factors, such as health issues, family circumstances, or disengagement with school, our school implements early intervention strategies to identify at-risk students and provide tailored support to address their needs. This may include implementing attendance monitoring systems, conducting home visits, and connecting students and families with resources such as counseling, transportation assistance, or academic tutoring.
Moreover, our school community works diligently to create a welcoming and inclusive environment where every student feels valued, supported, and motivated to attend school regularly. This entails fostering positive relationships between students and staff, implementing engaging and relevant curriculum, and providing opportunities for extracurricular activities and enrichment programs that cater to diverse interests and talents. By emphasizing the importance of regular attendance and actively addressing barriers to attendance, we aim to reduce chronic absenteeism and ensure that all students have the opportunity to fully participate in their educational journey.

This year's report on suspension rates at Bostonia Global shows areas of significant challenges and improvement opportunities. Based on our 2023 California Dashboard, our overall performance level is red, indicating a very high rate of out-of-school suspension. The school increased by 2.3% in suspension rates, meaning more students were suspended at least once from school. African American students, English Learners, Foster Youth, those identifying with Two or More Races, Pacific Islanders, Socioeconomically Disadvantaged students, Students with Disabilities, and White students are all in the red category, with increases ranging from 2.2% to 5.9%. Foster Youth, in particular, has the highest increase.

The lowest-performing indicator related to student engagement in the Gallup Survey was: "At this school, I get to do what I do best every day" and "Someone has told me I have done good work at school". In educational partner feedback sessions, staff shared the need to improve how we verbalize and show respect to each other, students, and families. By addressing school-wide patterns of behavior, we can improve student, staff, and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Accountability Dashboard: Suspension Indicator	2023 Dashboard Suspension Indicator: All Students Indicator Color: Red 3.3% suspended at least one day Increased 1.9% All Student Groups by Performance Level Red: White 5.8% suspended at least one day Increased 5.8% Orange: English Learners: 3.2% suspended at least one day Increased 1% Hispanic: 2.6% suspended at least one day Increased 1.3% Two or More Races: 3.9% suspended at least one day Increased 0.9%			2026 Dashboard Suspension Indicator: All Students 3.0% suspended at least one day All Student Groups by Performance Level White 4.2% suspended at least one day English Learners: 3.0% suspended at least one day Hispanic: 2.0% suspended at least one day Two or More Races: 4.2% suspended at least one day Socioeconomically Disadvantaged: 4.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 3.6% suspended at least one day Increased 1.4% Students with Disabilities: 4.4% suspended at least one day Increased 1.9% Green African American 3.9% suspended at least one day Declined 1.2%			Students with Disabilities: 4.2% suspended at least one day African American 3.0% suspended at least one day	
2.2	California Accountability Dashboard: Chronic Absenteeism Indicator	2023 Dashboard Chronic Absenteeism All Students Indicator Color: Yellow 28.1% chronically absent Decreased 5.9% All Student Groups by Performance Level Red: White 1.7% chronically absent Increased 2.9% Orange:			2026 Dashboard Chronic Absenteeism Indicator All Students 22% chronically absent All Student Groups by Performance Level Red: White 1.0% chronically absent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 8.2% chronically absent Declined 1.8% Two or More Races 25.5% chronically absent Declined 16.4% Students with Disabilities 34.3% chronically absent Declined 15.7% Yellow: English Learners 27.1% chronically absent Declined 9.6% Hispanic: 29.2% chronically absent Declined 5.8% Socioeconomically Disadvantaged 30.5% chronically absent Declined 6.8%			Orange: African American 8.0% chronically absent Two or More Races 22% chronically absent Students with Disabilities 33% chronically absent Yellow: English Learners 25% chronically absent Hispanic: 27 chronically absent Socioeconomically Disadvantaged 28% chronically absent	
2.3	Local Indicator: School Climate (Priority 6)	I feel safe at school: 74% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5)			Increase by 2% and/or maintain above a 85%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		My school is clean: 54% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 72% of students in grades 4-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 63% of students in grades 4-12 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) My classmates treat me with respect: 55% of students in grades 4-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)				
2.4	Local Indicator: Basic Services and Conditions (Safe, Clean and	Annual Williams Audit (FIT): 100% of sites audited had an overall score of "Good" or			Annual Williams Audit (FIT): Maintain 100% of sites audited	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Functional School Facilities) (Priority 1)	higher on the Facilities Inspection Tool (FIT).			having an overall score of "Good" or higher on the Facilities Inspection Tool (FIT).	
2.5	Local Indicator: Parent and Family Engagement (Priority 3)	The following are based on the local indicator's survey provided to families March and April 2024: Overall Mean Score: 4.12 Highest Mean Score: 4.30 Creating welcoming environments for all families in the community Lowest Mean Score: 3.90 Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children Building Relationships between School Staff and Families Overall Mean Score: 4.28 Highest Mean Score: 4.43 Providing families with information and resources to support student learning and			Increase by 0.2 and/or maintain baseline above 4.25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		development in the home Lowest Mean Score: 4.12 Supporting families to understand and exercise their legal rights and advocate for their own students and all students Seeking Input for Decision-Making Overall Mean Score: 4.18 Highest Mean Score: 4.28 Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making Lowest Mean Score: 4.12 Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making				
2.6	Parent Engagement Reflection Tool	Baseline data will be collection in Fall 2024			Increase average site score by 10% as determined by baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Average Daily Attendance Rate	As of 4/22/24, the Average Daily Attendance Rate is 96.3%.			Increase the Average Daily Attendance Rate to 93%	
2.8	School Dropout Rate	0% School Dropout Rate, 1 student dropped out)			Maintain School Dropout Rate	
2.9	Expulsion Rate	0% Expulsion Rate			Maintain School Expulsion Rate	
2.10	Parental Involvement: Efforts to seek parent involvement and decision making	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils. 100% of parents have a School Site Council 100% of parents have an English Learner Advisory Council 100% of parents are able to select a site representative for the District English Learner Advisory Council 100% of parents are able to select a representative for the LCAP Committee 100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils.			Maintain 100% of parents having a School Site Council Maintain 100% of parents are able to have a site representative for the District English Learner Advisory Council Maintain 100% of parents are able to select a representative LCAP Committee 100% of unduplicated parents are invited to participate in SSC, ELAC (when appropriate), and site advisory councils.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		63% of all Newcomer families participated in a Newcomer Welcome meeting.			Increase to at least 90% of Newcomer families participating in a Newcomer Welcome meeting.	
2.11	Priority 6 Student Survey	I feel safe at school: 74% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5) My school is clean: 43% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 72% of students in grades 4-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 55% of students in grades 4-12 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)			Increase all areas by 2%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		My classmates treat me with respect: 53% of students in grades 4-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)				
2.12	Annual Staff Gallup Poll	2023 Staff Gallup Poll (Q12) Metric: Q02: I have the materials and equipment I need to do my work right.68% of staff indicate they agree/strongly agree Q05: My manager, or someone at work, seems to care about me as a person. 75% of staff indicate they agree/strongly agree Q07: At work, my opinions seem to count. 73% of staff indicate they agree/strongly agree			2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly agree for each question	
2.13	Annual Parent Survey	"March 2023 Spring Gallup Parent Poll (next Gallup Parent Poll administered May 2024) 41% of respondents are fully engaged.			"March 2026 Spring Gallup Parent Poll Maintain above 80% and/or increase by 3%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4% of respondents agreed with the statement, "My child's school always delivers on what it promises." 85% of respondents agreed with the statement, "I feel proud to be a parent at my child's school." 78% of respondents agreed with the statement, "This school is perfect for my child."				
2.14	Annual CVUSD Safety Survey (Families & Staff)	88% of staff feel their school is a safe place. 78% of families agree with the statement, "My child feels safe at this school."			Increase by 2% 90% of staff feel their school is a safe place. 80% of families agree with the statement, "My child feels safe at this school."	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Community Liaison	The Community Liaison at Bostonia Global plays a vital role in fostering strong connections between the school, families, and the broader community. This position is dedicated to enhancing communication, engagement, and collaboration among all stakeholders to support student success and well-being. The Community Liaison works to bridge cultural and linguistic gaps, ensuring that all families feel welcomed, informed, and involved in their children's education. Key responsibilities include organizing family and community events, providing resources and support to families, and facilitating communication between the school and community members. By building trust and fostering positive relationships, the Community Liaison helps create a supportive and inclusive school environment where every student can thrive.	$105,291.00	No
2.2	Co-Principal at K-6	The Co-Principal at Bostonia Global's K-6 program is a dynamic leader dedicated to fostering an inclusive, supportive, and high-achieving educational environment. This role involves shared leadership responsibilities to ensure the effective management of the school, focusing	$206,055.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on promoting academic excellence, enhancing social-emotional learning, and cultivating a positive school culture. Key responsibilities include collaborating with the co-principal, staff, and families to develop and implement school-wide initiatives, overseeing curriculum and instruction, supporting teacher development, and ensuring student safety and well-being. The Co-Principal works to build strong relationships with students, staff, and the community, driving continuous improvement and innovation in teaching and learning practices. Through strategic leadership and a commitment to student success, the Co-Principal helps create a thriving educational environment where every child can reach their full potential.		
2.3	Assistant Principal at 7-12	The Assistant Principal at Bostonia Global's 7-12 program is a dedicated leader committed to creating a dynamic and supportive educational environment for middle and high school students. This role focuses on enhancing academic achievement, promoting social-emotional well-being, and fostering a positive school culture. Key responsibilities include supporting the principal in managing school operations, overseeing curriculum and instruction, and implementing school-wide initiatives. The Assistant Principal works closely with teachers to provide professional development, ensure effective instructional practices, and address student needs. Additionally, this role involves building strong relationships with students, families, and the community to promote engagement and collaboration. By maintaining high standards for student behavior and academic performance, the Assistant Principal plays a crucial role in driving continuous improvement and innovation in teaching and learning. Through strategic leadership and a commitment to student success, the Assistant Principal helps create a nurturing and challenging environment where every student can thrive and prepare for their future endeavors.	$170,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Facilities Maintenance for safe and well-kept environment	The Facilities Maintenance team at Bostonia Global is dedicated to ensuring a safe, clean, and well-kept environment that supports the health and well-being of students, staff, and visitors. This team plays a crucial role in maintaining the physical infrastructure of the school, ensuring that all facilities are functional, welcoming, and conducive to learning. Key responsibilities include routine maintenance and repair of school buildings, grounds, and equipment; ensuring compliance with safety regulations; and promptly addressing any facilities-related issues. The Facilities Maintenance team works collaboratively to perform regular inspections, manage preventive maintenance schedules, and respond to emergency repairs efficiently. By maintaining high standards of cleanliness and safety, the Facilities Maintenance team helps create an environment where students can focus on learning and teachers can concentrate on teaching. Their commitment to excellence ensures that Bostonia Global remains a thriving educational setting, providing a safe and supportive atmosphere for all members of the school community.	$380,073.00	Yes
2.5	Campus Aides - Classified Supervision	The Campus Aides at Bostonia Global play an essential role in ensuring a safe, orderly, and supportive environment for all students. As part of the classified supervision team, Campus Aides are responsible for monitoring school grounds, assisting with student supervision, and promoting positive behavior throughout the school day. Key responsibilities include supervising students during recess, lunch, and other non-instructional periods; assisting with traffic control during student drop-off and pick-up times; and providing support during school events and activities. Campus Aides work closely with teachers and administrators to address any student behavior issues, ensuring a safe and respectful atmosphere. By fostering positive relationships with students and maintaining a vigilant presence on campus, the Campus Aides help prevent conflicts and ensure that all students feel secure. Their dedication to safety and supervision	$170,000.00	No

Action #	Title	Description	Total Funds	Contributing
		contributes significantly to creating an environment where students can thrive academically and socially. The Campus Aides' commitment to excellence ensures that Bostonia Global remains a welcoming and secure place for learning and growth.		
2.6	Campus Safety Team	The Campus Safety Team at Bostonia Global is dedicated to maintaining a secure and safe environment for students, staff, and visitors. This team plays a critical role in ensuring that the school operates smoothly and that everyone on campus feels protected and supported. Key responsibilities include monitoring school grounds, enforcing safety protocols, managing access to the campus, and responding promptly to emergencies or incidents. The Campus Safety Team works collaboratively with administrators, teachers, and other staff to develop and implement comprehensive safety plans, conduct regular safety drills, and provide training on emergency procedures. By maintaining a visible and proactive presence on campus, the Campus Safety Team helps prevent potential safety issues and ensures swift and effective responses when needed. Their commitment to safety and vigilance contributes significantly to creating a nurturing and secure environment where students can focus on their education. The Campus Safety Team's dedication ensures that Bostonia Global remains a safe and welcoming place for learning and community engagement.	$160,000.00	Yes
2.7	Instructional Coaching	The Instructional Coaching team at Bostonia Global is dedicated to enhancing the quality of teaching and learning by providing personalized support and professional development to educators. This team plays a vital role in fostering a culture of continuous improvement and innovation in instructional practices. Key responsibilities include working one-on-one with teachers to develop effective instructional strategies, providing feedback through classroom observations, and facilitating professional learning communities.	$350,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Instructional Coaches also assist in the implementation of curriculum, help analyze student data to inform instruction, and support teachers in integrating technology and differentiated instruction into their classrooms. By offering targeted coaching and mentoring, the Instructional Coaching team helps educators refine their skills, stay current with best practices, and address the diverse needs of their students. Their commitment to professional growth and excellence in teaching ensures that Bostonia Global provides a high-quality education for all students. The Instructional Coaching team's dedication contributes significantly to creating a collaborative and dynamic learning environment where both teachers and students can thrive		
2.8	Learning Loss Intervention Teachers	The Learning Loss Intervention Teachers at Bostonia Global are dedicated to addressing and mitigating the impact of learning loss experienced by students. These teachers play a crucial role in ensuring that all students receive the support they need to catch up and succeed academically. Key responsibilities include identifying students who have experienced significant learning loss, developing targeted intervention plans, and providing individualized or small group instruction to help students bridge gaps in their learning. Learning Loss Intervention Teachers work closely with classroom teachers to align intervention strategies with the core curriculum and to monitor student progress. By utilizing data-driven approaches and evidence-based practices, the Learning Loss Intervention Teachers help accelerate student learning and ensure that all students have the opportunity to reach their full potential. Their commitment to addressing learning disparities ensures that Bostonia Global can provide a high-quality, equitable education for every student. The dedication and expertise of the Learning Loss Intervention Teachers are essential to creating a supportive and inclusive learning environment where all students can thrive.	$375,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Counseling Services	The Counseling Services team at Bostonia Global is dedicated to supporting the academic, social-emotional, and personal development of all students. This team plays a vital role in fostering a safe and nurturing school environment where students can thrive both academically and personally. Key responsibilities include providing individual and group counseling, developing and implementing comprehensive school counseling programs, and offering crisis intervention and support. The Counseling Services team collaborates with teachers, administrators, and families to address the diverse needs of students, helping them navigate academic challenges, social issues, and personal concerns. By delivering targeted interventions and support, the Counseling Services team helps students develop essential life skills, build resilience, and achieve their educational and personal goals. Their commitment to student well-being ensures that Bostonia Global remains a supportive and inclusive community where every student can succeed. The dedication and expertise of the Counseling Services team are essential to creating a positive and empowering school culture that promotes the overall health and success of all students.	$475,000.00	Yes
2.10	Guidance Tech Counseling Support	The Guidance Tech Counseling Support team at Bostonia Global is dedicated to enhancing the effectiveness of the school's counseling services by providing essential technical and administrative support. This team plays a crucial role in ensuring that counseling programs run smoothly and efficiently, allowing counselors to focus on directly supporting students. Key responsibilities include managing student records, scheduling appointments, coordinating counseling activities, and maintaining accurate data on student progress and outcomes. The Guidance Tech Counseling Support team also assists in organizing counseling events, workshops, and group sessions, as well as handling communications between counselors, students, parents, and staff.	$137,042.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By providing reliable and efficient support, the Guidance Tech Counseling Support team helps streamline counseling operations and improve the overall delivery of services. Their commitment to organizational excellence ensures that Bostonia Global's counseling programs are accessible, effective, and responsive to the needs of all students. The dedication and expertise of the Guidance Tech Counseling Support team contribute significantly to creating a supportive and well-organized environment that promotes student well-being and academic success.		
2.11	District Provide Support Services - Psychological and Health	As an in-district, dependent charter under CVUSD, Bostonia Global receives district provided support services including psychological and health services. The District-Provided Support Services team at Bostonia Global, focusing on Psychological and Health services, is dedicated to promoting the mental, emotional, and physical well-being of all students. This team plays a vital role in ensuring that students have access to comprehensive support services that enhance their overall health and ability to succeed academically. Key responsibilities include providing psychological assessments, counseling, and mental health support, as well as delivering health services such as routine health screenings, immunizations, and managing chronic health conditions. The team works collaboratively with teachers, administrators, families, and external healthcare providers to create and implement individualized support plans for students. By offering targeted psychological and health services, the District-Provided Support Services team helps address the diverse needs of students, ensuring they receive the care and support necessary to thrive in a school environment. Their commitment to student health and well-being ensures that Bostonia Global remains a safe and nurturing community where every student can achieve their full potential. The dedication and expertise of the Psychological and Health Services team are essential to fostering a healthy and supportive school culture that prioritizes the holistic development of all students.	$258,179.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Recruit and maintain high quality Staff	The Recruiting and Maintaining High-Quality Staff initiative at Bostonia Global is dedicated to attracting, developing, and retaining exceptional educators and support staff. This initiative plays a critical role in ensuring that the school provides a high-quality education and a supportive learning environment for all students. Key responsibilities include implementing effective recruitment strategies to attract talented and diverse candidates, providing comprehensive onboarding and professional development programs, and fostering a positive and inclusive workplace culture. The initiative also focuses on offering competitive compensation, career advancement opportunities, and ongoing support to retain high-quality staff members. By prioritizing the recruitment and retention of high-quality staff, Bostonia Global ensures that students benefit from the expertise, dedication, and stability of skilled educators and support personnel. This commitment to excellence in staffing is essential to maintaining a dynamic and effective educational environment where students can thrive. The dedication and strategic efforts of the recruitment and retention initiative contribute significantly to the overall success and sustainability of Bostonia Global's educational mission.	$45,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal of ensuring that all students excel in reading, writing, listening, speaking, and mathematics at Bostonia Global was established based on a detailed analysis of recent performance data. This goal is critical for addressing the academic needs and improving the educational outcomes of our diverse student population. English Language Arts (ELA):

Performance Level: "Orange" on the 2023 California Dashboard.
Average Score: Students were, on average, 40.8 points below the standard in ELA.
CAASPP Assessment Results:
35.32% of students met or exceeded standards.
25.72% of students were at standard or nearly met.
38.95% of students did not meet standards.
Student Groups with Significant Declines:
English Learners: Decreased by 17.1 points.
Students with Disabilities: Decreased by 19.9 points.
English Learner Progress: 39.6% of English Learners made progress towards English language proficiency.
Mathematics:

Performance Level: "Orange" on the 2023 California Dashboard.
Average Score: Students were, on average, 81.4 points below the standard in Mathematics.
CAASPP Assessment Results:
23.98% of students met or exceeded standards.
25.58% of students were at standard or nearly met.
50.45% of students did not meet standards.
Student Groups with Significant Declines:
English Learners
Students with Disabilities
Identified Needs of Unduplicated Pupils:

Bostonia Global's data highlights several critical needs among our unduplicated pupils, including English Learners, Foster Youth, and low-income students. These needs include:

Enhanced Academic Support: Significant declines in ELA and Mathematics scores among English Learners and Students with Disabilities indicate a need for targeted academic support and interventions.
Language Proficiency: Progress in English language proficiency is crucial for English Learners, many of whom are still in the process of reclassification.
Equitable Learning Opportunities: Ensuring that all students, regardless of background, have access to high-quality education and resources to help them meet and exceed academic standards.
The goal of ensuring that all students excel in reading, writing, listening, speaking, and mathematics is essential for addressing the significant academic needs identified in our data. By implementing targeted interventions, enhancing language development programs, providing professional development for teachers, and monitoring progress through data-driven decision-making, Bostonia Global is committed to improving educational outcomes for all students, particularly our unduplicated pupils. This comprehensive approach will help create an equitable and supportive learning environment where every student can achieve academic excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials)	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.			Maintain Baseline: Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					materials for use at school and at home.	
3.2	Local Indicators: Implementation of State Academic Standards (Priority 2)	Baseline information will be collected through an annual Professional Learning Survey during the 24/25 school year. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.73 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.15 Implementation of Academic Standards in Mathematics Mean Score: 3.60 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21 Implementation of Academic Standards in History/Social Science Mean Score: 3.01			Maintain at or above a 4.0 and or increase by 0.2. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.84 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.42 Implementation of Academic Standards in Mathematics Mean Score: 4.14 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Standards in World Language Mean Score: 3.70	
3.3	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.			We will continue to maintain our baseline of 100% of students receiving ELD instruction. We will continue to maintain our baseline of 100% of students being enrolled in core classes. We will continue our baseline of 100% of EL students being enrolled in core classes. We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	California Accountability Dashboard: CAASPP Assessments (ELA)	2023 California Dashboard: All Students (Orange): 40.8 points below standard Performance Level Low Declined 12.6 points Red: English Learners: 76.4 points below standard Declined 17.1 points Students with Disabilities 119.4 points below standard Declined 19.9 points Orange: Hispanic 44.7 points below standard Declined 6.5 points Socioeconomically Disadvantaged: 54.7 points below standard Declined 12.1 points White 30.5 points below standard Declined 47.8 points			2026 California Dashboard: Increase performance by 9 points from 2023 baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5						
3.6	iReady Diagnostic Results (ELA)	Based on Diagnostic #2 Data given in February 2024, 30% of students are projected to be on or above grade level by the end of the year. All Students: 7-12 Tier 1 (on or above grade level): 19% Tier 2 (one grade level below): 16 % Tier 3 (two of more grade levels below): 65 % Students with Disabilities: Tier 1 (on or above grade level): 7% Tier 2 (one grade level below): 9% Tier 3 (two of more grade levels below): 84% English Learners: Tier 1 (on or above grade level):1% Tier 2 (one grade level below): 3%			Increase Tier 1 by 6% across all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 96% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below):69 % African American: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below):29 % Tier 3 (two of more grade levels below): 48% Asian: Tier 1 (on or above grade level):14 % Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 43% White: Tier 1 (on or above grade level): 20% Tier 2 (one grade level below): 16%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 3 (two of more grade levels below): 64% Hispanic: Tier 1 (on or above grade level):18% Tier 2 (one grade level below): 14% Tier 3 (two of more grade levels below):68 %				
3.7	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), % of all students were "on track" to make "one year's growth. 45% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 45% of English learners are expected to reach "one year's growth" by diagnostic #3. 46% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3.			Increase Tier 1 by 6% across all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66% of African American students are expected to reach "one year's growth" by diagnostic #3. % of American Indian students are expected to reach "one year's growth" by diagnostic #3. 50% of Asian students are expected to reach "one year's growth" by diagnostic #3. 23% of White students are expected to reach "one year's growth" by diagnostic #3. 42% of Hispanic students are expected to reach "one year's growth" by diagnostic #3. % of Foster students are expected to reach "one year's growth" by diagnostic #3. % of Homeless students are expected to reach "one year's				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		growth" by diagnostic #3. Based on the iReady reading diagnostic given in February 2024,45 % of students with disabilities are on track to typical growth for the 23/24 school year. Based on the iReady reading diagnostic given June 2023,59 % of students with disabilities met typical growth for the 22/23 school year.				
3.8	California Accountability Dashboard: CAASPP Assessments (Math)	Based on the 2023 Dashboard: All Students (Orange) 81.4 points below standard Maintained 14.3 points Red: English Learners: 112.2 points below standard Declined 19 points Students with Disabilities			Based on the 2026 Dashboard: Increase performance by 9 points from 2023 baseline.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		149.9 points below standard Declined 30.4 points Orange: Hispanic: 86.2 points below standard Declined 9.1 points Socioeconomically Disadvantaged: 89.5 points below standard Declined 10.7 point White 70.4 points below standard Increased 55.8 points				
3.9						
3.10	iReady Diagnostic Results (Math)	Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the year. All Students: K-8 Tier 1 (on or above grade level): 22%			Increase Tier 1 by 6% across all student groups.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36% Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53% English Learners: Tier 1 (on or above grade level): 6% Tier 2 (one grade level below): 38% Tier 3 (two of more grade levels below): 57% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 15% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 43% African American:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 (on or above grade level): 14% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 45% American Indian: Tier 1 (on or above grade level): 24% Tier 2 (one grade level below): 45% Tier 3 (two of more grade levels below): 31% Asian: Tier 1 (on or above grade level): 16% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 42% White: Tier 1 (on or above grade level): 26% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 32% Hispanic:				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 43% Tier 3 (two of more grade levels below): 40% Foster Youth: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 32% Tier 3 (two of more grade levels below): 43% Homeless: Tier 1 (on or above grade level): 10% Tier 2 (one grade level below): 39% Tier 3 (two of more grade levels below): 48%				
3.11	iReady Diagnostic Growth (Math) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), 56% of all students were "on track" to make "one year's growth. 46% of all students with disabilities are expected to reach "one year's			By 26-27, there will be a 6% increase in the percent of all students "on track" to make "one year's growth" in math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		growth" by diagnostic #3. 44% of English learners are expected to reach "one year's growth" by diagnostic #3. 51% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 57% of African American students are expected to reach "one year's growth" by diagnostic #3. % of American Indian students are expected to reach "one year's growth" by diagnostic #3. 50% of Asian students are expected to reach "one year's growth" by diagnostic #3. 67% of White students are expected to reach "one year's growth" by diagnostic #3.				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		47% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.				
3.12	California Accountability Dashboard: English Learner Progress Indicator	Based on the 2023 California Dashboard, 35.7% of English Learners progressed as least one ELPI Level. It declined 16.1% from the previous year. 3.9% of English Learners maintained an ELPI level of 4.			Based on the 2026 California Dashboard, 54.8% of English Learners progressed as least one ELPI Level. 53.5% of students increased in performance.	
3.13	DataQuest: English Learner Data (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Leaners that are LTELs	Based on 2022/2023 Data Quest, there were 521 English Learners in Bostonia Global, making up 47% of the student population. 41.4% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).			Decrease LTEL percent by 2%. Increase % Reclassified Fluent English Proficient (RFEP) within the Ever-ELs population by 6%. 27.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	
3.14	Course Access/Student access and enrollment in	100% of EL students receive ELD instruction			Maintain Baseline:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	all required areas of study as measured by daily schedule/master schedules. (Priority 2)	100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.			100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of unduplicated students and students with exceptional needs will be enrolled in a broad course of study.	
3.15	Student Chromebook Distribution	100% of K-12 students receive a Chromebook to use at school and at home.			Maintain Baseline: 100% of K-12 students receive a Chromebook to use at school and at home.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Instructional Supplies	Supplemental Instructional Supplies at Bostonia Global are essential resources aimed at enhancing the learning experiences of all students. These supplies include a wide range of materials and tools designed to support diverse instructional strategies and meet the unique needs of our student population. Key resources include advanced textbooks, digital tools, manipulatives for hands-on learning, science lab equipment, art supplies, and educational software. By providing these supplemental supplies, Bostonia Global ensures that teachers have the necessary resources to deliver engaging, effective, and differentiated instruction. These supplies are integral to supporting the curriculum, facilitating interactive and experiential learning, and helping to bridge any gaps in educational resources. The commitment to providing high-quality	$36,060.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental instructional supplies underscores Bostonia Global's dedication to fostering an enriching and supportive educational environment where every student can achieve their full potential.		
3.2	Consultant Contracts	The Consultant Contracts at Bostonia Global are established to bring in specialized expertise and innovative solutions that enhance the educational experiences and outcomes for our students.	$17,100.00	Yes
3.3	English Language Development Assistant	The English Language Development (ELD) Assistant at Bostonia Global plays a crucial role in supporting the language acquisition and academic success of English Learner (EL) students. This position is dedicated to providing targeted instructional support, fostering an inclusive learning environment, and ensuring that EL students develop the necessary English language skills to thrive academically and socially.	$48,729.00	Yes
3.4	Computer software and subscriptions	Computer Software and Subscriptions at Bostonia Global are integral to enhancing the educational experience by providing cutting-edge tools and resources that support teaching, learning, and school operations. These digital resources are selected to align with the school's educational goals and to meet the diverse needs of students and staff.	$132,205.00	Yes
3.5	Student Data Tech	Student Data Techs at Bostonia Global is dedicated to managing and analyzing student data to support educational decision-making and enhance student outcomes. This position plays a critical role in ensuring that data is accurate, accessible, and effectively used to inform instruction, monitor progress, and drive school improvement efforts.	$68,664.00	No
3.6	Program Facilitator TK-6	The Program Facilitator for TK-6 at Bostonia Global is dedicated to supporting the development and implementation of high-quality educational programs for students in transitional kindergarten through sixth grade. This	$172,960.00	No

Action #	Title	Description	Total Funds	Contributing
		role is crucial in ensuring that the curriculum is engaging, effective, and aligned with the school's educational goals and standards.		
3.7	Project Based Learning Coordinator K-12	The Project-Based Learning (PBL) Coordinator K-12 at Bostonia Global is dedicated to designing, implementing, and supporting project-based learning initiatives across all grade levels. This role is vital in promoting an engaging, student-centered approach to education that emphasizes real-world problem solving, critical thinking, and collaboration.	$160,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Bostonia Global is committed to addressing the needs of consistently low-performing student groups, with a particular focus on students with disabilities. As identified in our reflections section, this student population faces challenges in areas such as suspension rates, absenteeism, and academic performance. To address these issues, specific actions have been developed under Goal 4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard: ELA - SWD	Based on the 2023 California Dashboard, students with disabilities are in the red category in the ELA academic indicator: 119.4 points below standard 19.9 point increase			Based on the 2026 California Dashboard, students with disabilities are will increase at least 10 points in the ELA academic indicator.	
4.2	CAASPP - ELA - SWD	According to 2023 CAASPP, 10.22% of students with disabilities met or exceeded standard in ELA.			Based on 2026 CAASPP, 20.75% of students with disabilities will meet or exceed standard in ELA.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 4.11% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.			Based on 2026 ELPAC, 10% of students who are dually identified (English Learner and Student with Disability) will be a level 4 on ELPAC or Level 3 on Alternate ELPAC.	
4.4	iReady - ELA - SWD Diagnostic #2 (On Track Typical Growth)	Based on the iReady reading diagnostic given in February 2024, 45% of students with disabilities are on track to typical growth for the 23/24 school year.			Based on the iReady reading diagnostic given in February 2027, 62% of students with disabilities will be on track to typical growth for the 23/24 school year.	
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 43% of students with disabilities met typical growth for the 22/23 school year.			Based on the iReady reading diagnostic given June 2026, 54% of students with disabilities will meet typical growth for the 25/26 school year.	
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024: 15% of students with disabilities are Tier 1 (at or above grade level)			Based on the iReady reading diagnostic given in February 2027: 18% of students with disabilities will	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		31% of students with disabilities are Tier 2 (one grade level below) 54% of students with disabilities are Tier 3 (2 or more grade levels below)			be at Tier 1 (at or above grade level)	
4.7	Professional Learning Impact Survey XX% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	This is a new metric, and will be implemented in the 24-25 school year.			50% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	
4.8	IEP Implementation (% of students receiving 90% of more of their services)	91.45% of students received 90% of more of their services delivered.			95% of students received 90% of more of their services delivered.	
4.9	Staff Professional Learning Completion	% of Ed Specialists have received at least one training in structure literacy intervention.			XX% of Ed Specialists have received at least one training in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					structure literacy intervention.	
4.10	Parent Involvement Field on IEPs (% of IEPs with Parent Involvement Field Complete as Yes)	97.3% of IEPs have the parent involvement field completed as yes.			99% of IEPs have the parent involvement field completed as yes.	
4.11	Site Progress Report Plans	This is a new metric, and will be implemented in the 24-25 school year.			Bostonia Global will have a site specific progress report communication plan.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Services provided by CVUSD	The Cajon Valley Union School District (CVUSD) is dedicated to ensuring that all students, including those with special needs, receive a high-quality education tailored to their unique requirements. To support Bostonia Global in meeting the diverse needs of its students with disabilities, CVUSD provides a comprehensive range of special education services designed to promote academic success and overall well-being.	$2,044,701.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$4,236,130	$478,908

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
30.336%	0.000%	$0.00	30.336%

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

Required Descriptions

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

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	Sharing Best Practices: Teachers share successful strategies and practices for implementing culturally responsive teaching during collaboration time. This helps create an inclusive classroom environment that respects and values the cultural backgrounds of unduplicated pupils. Curriculum Development: Collaboration time allows teachers to co-create and refine curricula that reflect the cultural diversity of the student population, promoting engagement and relevance for all students. Effective Intervention Strategies:

Data Analysis: Teachers use collaboration time to analyze student data and identify unduplicated pupils who need additional support. This data-driven approach enables the development of targeted intervention strategies to address academic and behavioral challenges. Intervention Planning: By working together, teachers can design and implement effective intervention plans that provide unduplicated pupils with the support they need to succeed. Professional Growth:

Professional Learning Communities (PLCs): Collaboration time is structured to support the formation of PLCs, where teachers engage in continuous professional development focused on improving instructional practices for unduplicated pupils. Mentorship and Peer Support: Experienced teachers mentor new or struggling teachers during collaboration time, sharing expertise and strategies to enhance teaching effectiveness and support unduplicated pupils. | |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Supportive Learning Environment: Resource Allocation: Ensuring that unduplicated pupils have access to necessary resources, including educational materials, technology, and support services. Family Engagement: Engaging with families to support student learning at home and create a collaborative approach to education.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	1:42
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	1:17

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$13,964,253	$4,236,130	30.336%	0.000%	30.336%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,036,881.00	$160,000.00		$182,774.00	$7,379,655.00	$4,076,699.00	$3,302,956.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	World of Work Coordinator	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$175,000.00	$0.00	$175,000.00				$175,000.00	
1	1.2	Career Development Experiences	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$32,386.00	$32,386.00				$32,386.00	
1	1.3	Internship Supports & Exhibition	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$325,000.00	$325,000.00				$325,000.00	
1	1.5	Professional Learning Days for all staff			Yes	LEA-wide		All Schools	2024-2027	$651,477.00	$0.00	$651,477.00				$651,477.00	
1	1.6	Collaboration Time for Certificated Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$651,477.00	$0.00	$651,477.00				$651,477.00	
1	1.7	Professional Learning Experiences	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$27,252.00	$27,252.00				$27,252.00	
2	2.1	Community Liaison	All		No				2024-2027	$105,291.00	$0.00				$105,291.00	$105,291.00	
2	2.2	Co-Principal at K-6	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools K-6	2024-2027	$206,055.00	$0.00	$206,055.00				$206,055.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Low Income										
2	2.3	Assistant Principal at 7-12	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	2024-2027	$170,000.00	$0.00	$170,000.00				$170,000.00	
2	2.4	Facilities Maintenance for safe and well-kept environment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$380,073.00	$380,073.00				$380,073.00	
2	2.5	Campus Aides - Classified Supervision	All		No				2024-2027	$170,000.00	$0.00	$170,000.00				$170,000.00	
2	2.6	Campus Safety Team	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$160,000.00	$0.00	$160,000.00				$160,000.00	
2	2.7	Instructional Coaching	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$350,000.00	$0.00	$350,000.00				$350,000.00	
2	2.8	Learning Loss Intervention Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$375,004.00	$0.00	$375,004.00				$375,004.00	
2	2.9	Counseling Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$475,000.00	$0.00	$475,000.00				$475,000.00	
2	2.10	Guidance Tech Counseling Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$137,042.00	$0.00	$137,042.00				$137,042.00	
2	2.11	District Provide Support Services - Psychological and Health	All		No				2024-2027	$0.00	$258,179.00	$258,179.00				$258,179.00	
2	2.12	Recruit and maintain high quality Staff	All		No				2024-2027	$0.00	$45,000.00				$45,000.00	$45,000.00	
3	3.1	Supplemental Instructional Supplies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$36,060.00	$36,060.00				$36,060.00	
3	3.2	Consultant Contracts	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$0.00	$17,100.00	$17,100.00				$17,100.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.3	English Language Development Assistant	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	$48,729.00	$0.00	$16,246.00			$32,483.00	$48,729.00	
3	3.4	Computer software and subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$132,205.00	$132,205.00				$132,205.00	
3	3.5	Student Data Tech	All	No				2024-2027	$68,664.00	$0.00	$68,664.00				$68,664.00	
3	3.6	Program Facilitator TK-6	All	No				2024-2027	$172,960.00	$0.00	$172,960.00				$172,960.00	
3	3.7	Project Based Learning Coordinator K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$160,000.00	$0.00		$160,000.00			$160,000.00	
4	4.1	Services provided by CVUSD	All	No				2024-2027	$0.00	$2,044,701.00	$2,044,701.00				$2,044,701.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,964,253	$4,236,130	30.336%	0.000%	30.336%	$4,322,377.00	0.000%	30.953 %	**Total:**	$4,322,377.00
								LEA-wide Total:	$4,322,377.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	World of Work Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	1.2	Career Development Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,386.00	
1	1.3	Internship Supports & Exhibition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$5,000.00	
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$325,000.00	
1	1.5	Professional Learning Days for all staff	Yes	LEA-wide		All Schools	$651,477.00	
1	1.6	Collaboration Time for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$651,477.00	
1	1.7	Professional Learning Experiences	Yes	LEA-wide	English Learners Foster Youth	All Schools	$27,252.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Co-Principal at K-6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-6	$206,055.00	
2	2.3	Assistant Principal at 7-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$170,000.00	
2	2.4	Facilities Maintenance for safe and well-kept environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,073.00	
2	2.6	Campus Safety Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
2	2.7	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
2	2.8	Learning Loss Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$375,004.00	
2	2.9	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$475,000.00	
2	2.10	Guidance Tech Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$137,042.00	
3	3.1	Supplemental Instructional Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,060.00	
3	3.2	Consultant Contracts	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,100.00	
3	3.3	English Language Development Assistant	Yes	LEA-wide	English Learners	All Schools	$16,246.00	
3	3.4	Computer software and subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,205.00	
3	3.7	Project Based Learning Coordinator K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,186,770.00	$14,363,549.00

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	Principal Salary	No	$394,944.00	$431,243
1	1.2	Teacher Advisor Salary (K-12)	No	$4,652,944.00	$5,213,128
1	1.3	Instructional Materials and Supplies (K-12)	No	$54,456.00	$61,284
1	1.4	Additional Certificated (K-12)	Yes	$1,217,714.00	$1,217,714
1	1.5	Office Admin Assistant and Office Assistant II (K-12)	No	$452,786.00	$442,572
1	1.6	Supplies, Services, and Equipment (K-12)	No	$355,208.00	$380,073
1	1.7	Computer software and subscriptions (K-12)	No	$207,439.00	$187,688
1	1.8	Supplies, Equipment, and Utilities (K-12)	No	$363,660.00	$552,849
1	1.9	Copier Maintenance and Supplies (K-12)	No	$7,850.00	$8,525
1	1.10	Student Transportation (K-12)	Yes	$37,330.00	$37,330
1	1.11	Travel (K-12)	No	$8,725.00	$25,388

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	1.12	Special Education Advisors and Support Staff	No	$1,508,950.00	$1,614,577
1	1.13	General Services and Administration provided by CVUSD	No	$774,271.00	$828,470
1	1.14	Transportation for Special Education Students	No	$157,215.00	$168,220
1	1.15	Classified Support	No	$274,294.00	$293,495
2	2.1	Maker Space Equipment and Supplies (K-12)	Yes	$75,000.00	$87,935
2	2.2	Environmental Sustainability Complex (K-12)	Yes	$3,000.00	$1,800
2	2.3	General Project Supplies (K-12)	Yes	$7,111.00	$7,362
2	2.4	Consultant Contracts (K-12)	Yes	$5,000.00	$17,100
2	2.5	Supplemental Services provided by District	Yes	$288,271.00	$308,450
2	2.6	Teacher Induction (Title II)	No	$19,675.00	$45,000
3	3.1	Counselor Salary (K-8)	Yes	$143,052.00	$214,488
3	3.2	Counseling and Guidance Tech Salary (K-8)	Yes	$186,917.00	$160,569
3	3.3	Nurse Salary (K-12)	No	$108,976.00	$95,345

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	3.4	Instructional Aid - Maker Space (9-12)	Yes	$40,608.00	$62,407
3	3.5	Instructional Materials (K-12)	Yes	$4,746.00	$6,000
3	3.6	Special Education Counselor Services	No	$167,158.00	$178,859
3	3.7	Guidance Technician (Title I)	No	$45,642.00	$48,837
3	3.8	Community Liaison (Title I)	Yes	$64,941.00	$82,156
3	3.9	Counselor (Title I)	Yes	$0.00	$0
4	4.1	Assistant Principal (K-8)	Yes	$444,875.00	$568,881
4	4.2	Instructional Coach (K-8)	Yes	$461,306.00	$345,370
4	4.3	English Language Development Assistant(K-12) (Title III & S/C)	Yes	$75,831.00	$86,330
4	4.4	Consultant Contracts (6-12)	Yes	$52,500.00	$73,573
4	4.5	SST Services - Sped Educators and Counselors	No	$72,085.00	$77,131
4	4.6	District Provide Support Services	No	$236,558.00	$253,117
4	4.7	After School Student Support (Title III-Immigrant)	Yes	$3,620.00	$4,082
4	4.8	Transportation for Homeless Students (Title I)	Yes	$150.00	$150

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)
5	5.1	World of Work Facilitator Salary (K-12)	Yes	$161,599.00	$173,623
5	5.2	Teacher Advisor WoW Driving Miles (9-12)	Yes	$71.00	$280
6	6.1	Parent Liasion	Yes	$35,534.00	$0
6	6.2	Parent University	Yes	$11,845.00	$0
6	6.3	Town Hall Meetings	Yes	$765.00	$0
6	6.4	Gallup Poll	Yes	$2,148.00	$2,148

2023-24 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)
$3,301,555	$3,214,848.00	$3,361,186.00	($146,338.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Additional Certificated (K-12)	Yes	$1,217,714.00	$1,217,714		
1	1.10	Student Transportation (K-12)	Yes	$37,330.00	$37,330		
2	2.1	Maker Space Equipment and Supplies (K-12)	Yes	$75,000.00	$87,935		
2	2.2	Environmental Sustainability Complex (K-12)	Yes	$3,000.00	$1,800		
2	2.3	General Project Supplies (K-12)	Yes	$7,111.00	$7,362		
2	2.4	Consultant Contracts (K-12)	Yes	$5,000.00	$17,100		
2	2.5	Supplemental Services provided by District	Yes	$288,271.00	$308,450		
3	3.1	Counselor Salary (K-8)	Yes	$143,052.00	$214,488		
3	3.2	Counseling and Guidance Tech Salary (K-8)	Yes	$186,917.00	$160,569		
3	3.4	Instructional Aid - Maker Space (9-12)	Yes	$40,608.00	$62,407		
3	3.5	Instructional Materials (K-12)	Yes	$4,746.00	$0		
3	3.8	Community Liaison (Title I)	Yes		$82,156		
3	3.9	Counselor (Title I)	Yes		$0		

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)
4	4.1	Assistant Principal (K-8)	Yes	$444,875.00	$568,881		
4	4.2	Instructional Coach (K-8)	Yes	$461,306.00	$345,370		
4	4.3	English Language Development Assistant(K-12) (Title III & S/C)	Yes	$35,456.00	$0		
4	4.4	Consultant Contracts (6-12)	Yes	$52,500.00	$73,573		
4	4.7	After School Student Support (Title III-Immigrant)	Yes		$0		
4	4.8	Transportation for Homeless Students (Title I)	Yes		$0		
5	5.1	World of Work Facilitator Salary (K-12)	Yes	$161,599.00	$173,623		
5	5.2	Teacher Advisor WoW Driving Miles (9-12)	Yes	$71.00	$280		
6	6.1	Parent Liasion	Yes	$35,534.00	$0		
6	6.2	Parent University	Yes	$11,845.00	$0		
6	6.3	Town Hall Meetings	Yes	$765.00	$0		
6	6.4	Gallup Poll	Yes	$2,148.00	$2,148		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
$12,171,698	$3,301,555	0.0%	27.125%	$3,361,186.00	0.000%	27.615%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

    o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

    o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    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 plus 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)**

  - o 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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