



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bostonia Global

CDS Code: 37-67991-0140558

School Year: 2026-27

LEA contact information:

Nerel Winter

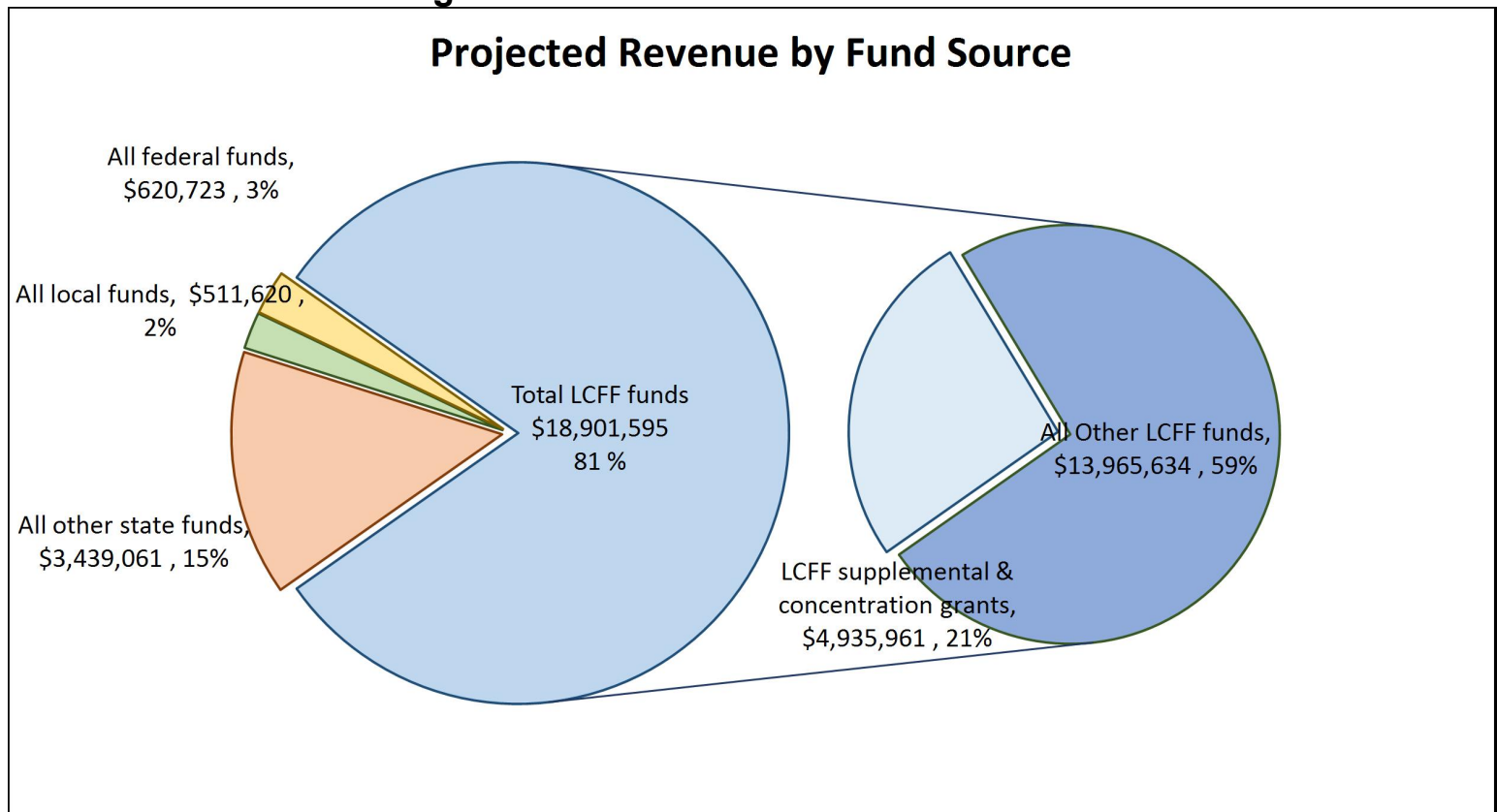
Chief Executive Officer

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(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 2026-27 School Year

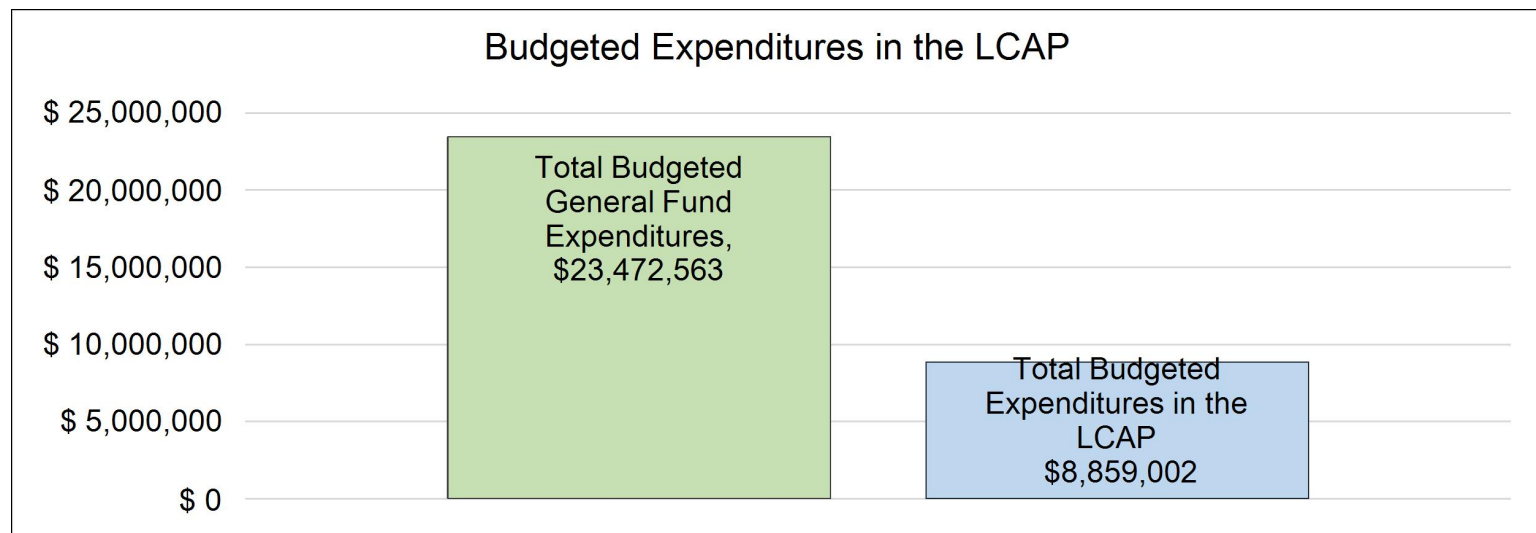


This chart shows the total general purpose revenue Bostonia Global expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bostonia Global is \$23,472,999, of which \$18,901,595 is Local Control Funding Formula (LCFF), \$3,439,061 is other state funds, \$511,620 is local funds, and \$620,723 is federal funds. Of the \$18,901,595 in LCFF Funds, \$4,935,961 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bostonia Global plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bostonia Global plans to spend \$23,472,563 for the 2026-27 school year. Of that amount, \$8,859,002 is tied to actions/services in the LCAP and \$14,613,561 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.

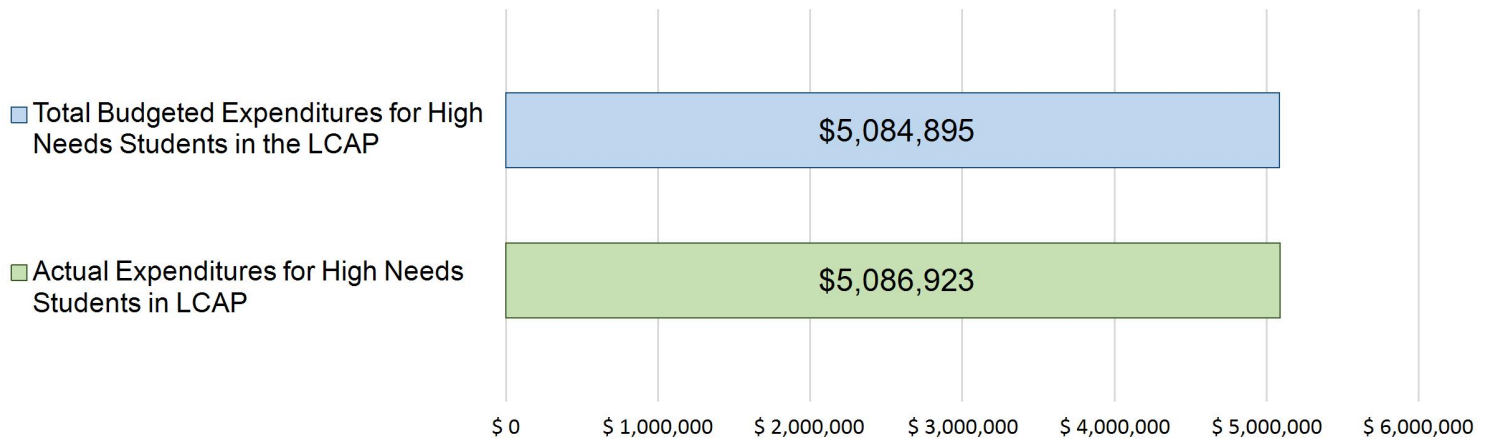
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bostonia Global is projecting it will receive \$4,935,961 based on the enrollment of Foster Youth, English learner, and low-income students. Bostonia Global must describe how it intends to increase or improve services for high needs students in the LCAP. Bostonia Global plans to spend \$5,016,241 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

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



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

The text description of the above chart is as follows: In 2025-26, Bostonia Global's LCAP budgeted \$5,084,895 for planned actions to increase or improve services for high needs students. Bostonia Global actually spent \$5,086,923 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Bostonia Global was created through a bold reimagining of what public education can become when student identity, purpose, and future readiness are placed at the center of the learning experience. Following a multi-year design process led by the Cajon Valley Union School District (CVUSD) Board of Education and Superintendent, district leaders engaged in extensive research, stakeholder feedback, and systems analysis to explore the expansion of the district's nationally recognized World of Work initiative into the high school and postsecondary years. The result was the creation of Bostonia Global, a district-dependent charter school intentionally designed to bridge academic learning, career development, real-world application, and personalized pathways from Transitional Kindergarten through postsecondary education.

Approved by the California Department of Education and authorized by the CVUSD Board of Education in 2020, Bostonia Global officially opened in July 2021. Built upon the longstanding success of Bostonia Language Academy, the school was developed as a competency-based TK–14 model focused on ensuring students graduate not only academically prepared, but also equipped with the durable skills, agency, experiences, and self-awareness necessary to thrive in a rapidly evolving world. Bostonia Global currently serves students in grades TK–12 across two campuses and continues to expand its secondary programming, career-connected learning opportunities, dual enrollment access, mentorship experiences, and postsecondary partnerships.

Located in El Cajon, California, Bostonia Global serves one of the most linguistically and culturally diverse communities in the state. Families represented at the school collectively speak more than 60 languages, with English, Spanish, Arabic, and Farsi among the most prevalent. The school community reflects the broader diversity of Cajon Valley Union School District and includes significant populations of English Learners, students from low-income households, foster youth, and newcomer families. This diversity is viewed as a foundational strength of

the school community and directly informs the school's commitment to culturally responsive instruction, equitable access, multilingualism, and personalized support systems.

Bostonia Global High School operates on the former Emerald Middle School campus, while the TK–8 dual language immersion program continues on the original Bostonia campus. During the 2023–24 school year, the district completed the transition of the remaining middle school programming from the Emerald campus, fully establishing the high school environment and creating expanded opportunities for pathway development, exhibitions of learning, internships, dual enrollment, and work-based learning experiences. As of the 2025-26 school year, the high school serves approximately 269 students in grades 9–12 and continues to grow toward its long-term vision of a fully integrated TK–14 model that includes personalized postsecondary pathways through age 20.

Enrollment priority is provided to students residing within CVUSD boundaries, particularly siblings of currently enrolled students. Remaining seats are filled through a public randomized lottery process to ensure equitable access and opportunity for all interested families.

Mission and Vision

Bostonia Global's mission is to create dynamic learning environments rooted in inquiry, real-world application, belonging, and continuous improvement that lead to high levels of academic achievement and meaningful contributions to local and global communities. The school's vision is to empower every learner to acquire, demonstrate, and apply the knowledge, skills, and dispositions necessary to thrive in college, career, and life while embodying the core values of respect, inclusion, empathy, and excellence.

The school's work is grounded in the belief that learning should be deeply connected to student identity, strengths, interests, values, and future aspirations. Bostonia Global seeks to ensure that every student graduates with both a strong academic foundation and a clear sense of purpose, direction, and possibility for their future.

Signature Design Elements

Bostonia Global is intentionally structured around interconnected design principles that shape the student experience across grade spans and learning environments.

Advisory

Students participate in a multi-year advisory system designed to ensure that every learner is deeply known, supported, and connected to at least one trusted adult advocate on campus. Advisory serves as the foundation for academic monitoring, goal setting, social-emotional learning, college and career planning, and family connection.

World of Work

Bostonia Global builds upon Cajon Valley's nationally recognized World of Work framework by integrating career development and RIASEC-based self-discovery throughout the TK–14 continuum. Students engage in career exploration, mentorships, internships, exhibitions, industry

partnerships, work-based learning, and personalized pathway experiences aligned to their strengths, interests, and values. The school's approach is designed to move students beyond passive career awareness toward active identity development and future planning.

Competency-Based Learning

Bostonia Global operates through a competency-based learning model that prioritizes mastery, growth, application, and student agency. Students demonstrate learning through multiple forms of evidence, including projects, exhibitions, portfolios, performance tasks, and real-world application experiences. The school's instructional model emphasizes durable skills such as collaboration, communication, critical thinking, adaptability, and self-direction alongside rigorous academic standards.

Difference Making and Real-World Learning

Students engage in interdisciplinary projects and authentic learning experiences designed to address real community needs and challenges. Through exhibitions of learning, entrepreneurship opportunities, community partnerships, and student-led inquiry, learners develop the capacity to apply their knowledge in meaningful and impactful ways.

Family Connection

Bostonia Global recognizes families as essential educational partners and actively works to build authentic, culturally responsive relationships with caregivers. Families are engaged as co-designers of student pathways through advisory structures, exhibitions, goal-setting conferences, multilingual communication systems, and leadership opportunities.

Reimagining Postsecondary Pathways

Bostonia Global's long-term vision extends beyond traditional high school completion. The school seeks to create coherent pathways connecting high school, college, industry certifications, apprenticeships, and workforce opportunities. Through dual enrollment, industry-aligned experiences, mentorship, and personalized advising, students are supported in developing individualized pathways toward gainful employment, college completion, entrepreneurship, military service, or other postsecondary goals.

Personalization Commitment

Personalization remains central to Bostonia Global's design and decision-making processes. Through the strategic use of Local Control Funding Formula resources, targeted intervention systems, multilingual supports, expanded learning opportunities, relationship-centered practices, and personalized pathway development, Bostonia Global works to ensure that every student has access to rigorous, engaging, and future-focused learning experiences.

Bostonia Global's educators, counselors, administrators, and support staff are united by a shared belief that strong relationships, relevant learning, student voice, and personalized pathways can fundamentally transform outcomes for young people. Together, the school community continues to redefine what it means for students to be academically prepared, future ready, and empowered to lead meaningful lives in the 21st century.

Reflections: Annual Performance

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

During the 2025–26 school year, Bostonia Global continued implementation of Goal 3 by ensuring all students had access to standards-aligned curriculum, high-quality instruction, instructional technology, multilingual learner supports, intervention services, and academic systems designed to improve student achievement and college, career, and life readiness. As a competency-based, career-connected school model, Bostonia Global maintained a strong focus on providing equitable access to rigorous learning experiences while strengthening instructional practices through professional learning, data analysis, intervention systems, and personalized student supports.

Implementation of Goal 3 remained closely aligned to the actions identified within the LCAP. Bostonia Global maintained full compliance with Williams requirements and local indicators related to basic services and conditions. All students had access to standards-aligned instructional materials, appropriately assigned teachers, and safe learning environments. Annual Williams Audit findings identified no teacher vacancies, no teacher misassignments, and no shortages of instructional materials. Additionally, all students maintained access to instructional technology through the school's one-to-one Chromebook program, ensuring continuity of learning both at school and at home. Access to a broad course of study remained a strength across all grade spans, with 100% of students enrolled in standards-aligned courses, 100% of English Learners receiving designated and integrated English Language Development instruction, and 100% of students, including English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students, maintaining access to core academic coursework and pathway opportunities.

Professional learning and instructional support systems continued to strengthen implementation of California State Standards across content areas. Staff survey results demonstrated the strongest implementation ratings in Mathematics (3.94), World Language (3.70), English Language Arts (3.64), Career Technical Education (3.41), and Physical Education (3.31). English Language Development implementation was rated at 3.24, while Science received a rating of 3.01. Lower implementation ratings were reported in History/Social Science (2.91) and Health Education (2.58), identifying areas for future professional learning and curriculum refinement. Overall, implementation ratings remained stable or improved across most content areas and indicate continued progress toward ensuring consistent standards-based instruction across classrooms.

English Language Arts achievement data continues to identify literacy as a significant area of focus while also demonstrating meaningful improvement among several student groups. According to the California Dashboard, Bostonia Global remained in the Orange performance category overall with students performing 53.5 points below standard. While overall performance remains below state expectations, several student groups demonstrated improvement from baseline levels. English Learners improved from 76.4 points below standard in 2023 to 38.8 points below standard in 2025, representing one of the largest gains among all student groups. Students with Disabilities improved from 119.4 points below standard to 115.8 points below standard. Hispanic students improved from 44.7 points below standard to 60.3 points below standard, while Socioeconomically Disadvantaged students improved from 54.7 points below standard to 62.6 points below standard. Although achievement gaps remain substantial, the data demonstrates that targeted supports and instructional interventions are beginning to positively impact student outcomes.

CAASPP English Language Arts results further reinforced both progress and persistent challenges. During the 2025 administration, 43.2% of students met or exceeded standards in English Language Arts. Student group performance varied considerably. Among Students with Disabilities, 14.75% met or exceeded standards. English Learners achieved an 8.37% proficiency rate. Socioeconomically Disadvantaged students achieved 33.24%, Hispanic students achieved 34.02%, Homeless Youth achieved 24%, and Foster Youth achieved 18.24%. These outcomes continue to demonstrate the need for intensive literacy interventions, differentiated instruction, and language development supports while highlighting the importance of maintaining targeted investments in historically underserved student populations.

Local literacy data collected through iReady assessments provides additional insight into student performance. Reading Diagnostic #2 data indicates that only 25% of students in grades K–8 and 16% of students in grades 9–12 are currently on track to make a typical year's growth in reading. Across grades K–8, 25% of students are performing in Tier 1, 45% are performing in Tier 2, and 30% are performing in Tier 3. At the high school level, only 16% of students are performing at or above grade level while 67% remain in Tier 3, performing two or more grade levels below expectation. Students with Disabilities continue to experience significant challenges, with only 7% performing in Tier 1 and 84% performing in Tier 3. Similarly, English Learners demonstrated only 1% of students performing in Tier 1 and 96% performing in Tier 3. These data reinforce the urgency of continuing to strengthen literacy systems across all grade spans.

Despite these challenges, intervention efforts produced encouraging outcomes. Bostonia Global continued implementation of Barton Reading and Spelling, SIPPS intervention, integrated and designated English Language Development, and Multi-Tiered Systems of Support (MTSS). Barton Reading and Spelling data demonstrated particularly strong outcomes, with 95% of participating students improving their overall iReady reading scores, 59% increasing at least one iReady performance level, and 82% demonstrating measurable growth in phonics skills. Expansion of SIPPS implementation across grade spans further strengthened foundational literacy instruction and intervention supports for struggling readers.

English Learner outcomes demonstrated several positive trends during the year. According to the English Learner Progress Indicator, 34.3% of English Learners progressed at least one ELPAC level. Additionally, 14.1% of English Learners maintained an ELPAC Level 4 compared to only 3.9% at baseline. Reclassification outcomes also improved. DataQuest data indicates that the percentage of Ever-English Learner students who have been Reclassified Fluent English Proficient increased from 41.4% to 43.2%. While the percentage of Long-Term English Learners increased during the same period, these outcomes suggest that targeted language development supports, designated ELD instruction, and intervention systems are positively impacting student language acquisition and proficiency.

Mathematics achievement continues to be an area requiring focused attention. According to the California Dashboard, Bostonia Global remained in the Orange performance category overall with students performing 101.2 points below standard. Significant achievement gaps persist among multiple student groups. English Learners performed 145.9 points below standard and remained in the Red performance category. Students with Disabilities performed 151.9 points below standard and also remained in the Red performance category. Hispanic students performed 99.9 points below standard, while Socioeconomically Disadvantaged students performed 112.8 points below standard. Although several groups demonstrated modest improvement compared to prior years, mathematics remains one of the school's most significant academic challenges.

CAASPP Mathematics results further reflected these concerns. During the 2025 administration, 23.98% of students met or exceeded standards in mathematics, while 25.58% nearly met standards and 50.45% did not meet standards. Local iReady Mathematics Diagnostic #2 data showed that only 17% of students in grades K–8 and 12% of students in grades 9–12 are currently on track to make a typical year's

growth in mathematics. At the elementary and middle school levels, 17% of students are performing in Tier 1, 55% in Tier 2, and 17% in Tier 3. At the high school level, only 12% of students are performing at or above grade level while 74% remain in Tier 3. These outcomes demonstrate the need for continued strengthening of Tier 1 instruction, targeted interventions, and differentiated mathematics supports.

Mathematics growth measures show somewhat stronger results than achievement measures. Current growth data indicates that 56% of students are projected to achieve one year's growth in mathematics. Student group projections include 46% of Students with Disabilities, 44% of English Learners, 51% of Socioeconomically Disadvantaged students, 57% of African American students, 50% of Asian students, 67% of White students, and 47% of Hispanic students. While growth projections suggest many students are making progress, the large number of students performing significantly below grade level indicates that accelerated growth will be necessary to close achievement gaps and increase overall proficiency rates.

Technology integration and data systems remained important components of Goal 3 implementation. Through continued investment in instructional software, assessment systems, student devices, and data management tools, teachers maintained access to timely information needed to monitor student progress and adjust instruction. The Student Data Technician supported staff through data reporting, progress monitoring, and implementation of data systems aligned with instructional decision making. Instructional software subscriptions, including iReady and other digital learning platforms, continued to support differentiated instruction, intervention services, and progress monitoring efforts across grade levels.

Overall, Bostonia Global successfully implemented the planned Goal 3 actions and maintained strong systems for standards implementation, instructional access, multilingual learner support, technology integration, intervention services, and continuous improvement. Key successes included full Williams compliance, universal access to curriculum and instructional technology, stable implementation of state standards, improved English Learner outcomes, increased RFEP rates, expansion of literacy intervention systems, and continued support for personalized and competency-based learning. At the same time, Dashboard, CAASPP, ELPAC, and iReady data continue to demonstrate persistent achievement gaps in English Language Arts and Mathematics, particularly among English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. These findings reinforce the importance of continuing investments in high-quality instruction, evidence-based literacy and mathematics interventions, MTSS implementation, professional learning, multilingual learner supports, and data-driven decision making to accelerate achievement and improve outcomes for all students.

Reflections: Technical Assistance

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

Bostonia Global continues to participate in differentiated assistance and continuous improvement efforts focused on improving outcomes for English Learners, Students with Disabilities, literacy achievement, attendance, student belonging, and school climate. Through ongoing collaboration with the San Diego County Office of Education, Cajon Valley Union School District, and internal site leadership teams, the school continues implementing targeted systems designed to address identified areas of need through data-informed inquiry cycles, professional learning, intervention systems, and coordinated student support structures.

Analysis of the California Dashboard, local assessment data, attendance data, suspension reports, English Learner outcomes, and student voice surveys identified several interconnected areas requiring continued focus. Current Dashboard results indicate that English Learners remain in the Red performance category in English Language Arts, performing 38.8 points below standard. Students with Disabilities remain in the Red performance category in both English Language Arts and Mathematics, performing 115.8 points below standard in ELA and 151.9 points below standard in Mathematics. Mathematics performance remains a significant challenge schoolwide, with students performing 101.2 points below standard overall. Additionally, chronic absenteeism remains an area of concern, with 23.3% of students identified as chronically absent. Students with Disabilities (31.9%), Long-Term English Learners (36.1%), English Learners (25.4%), Hispanic students (24.7%), and Socioeconomically Disadvantaged students (25.7%) continue to experience disproportionately high rates of chronic absenteeism.

Local achievement data further reinforced these findings. Current CAASPP results indicate that 43.2% of students met or exceeded standards in English Language Arts and 23.98% met or exceeded standards in Mathematics. Significant achievement gaps remain among historically underserved student groups. Only 8.37% of English Learners and 14.75% of Students with Disabilities met or exceeded standards in English Language Arts. In Mathematics, performance gaps remain even more pronounced. Local iReady data indicates that only 25% of students in grades K–8 and 16% of students in grades 9–12 are on track to achieve typical annual growth in reading. In mathematics, only 17% of K–8 students and 12% of high school students are on track to achieve typical annual growth. High percentages of students remain in Tier 3 performance bands, particularly English Learners and Students with Disabilities, demonstrating the continued need for intensive intervention and instructional acceleration.

Student voice and school climate data also informed the technical assistance work. Current Priority 6 survey results indicate that 81% of students report adults treat them with respect and 62% report feeling safe at school. However, only 55% of students report feeling a sense of belonging and 58% report that classmates treat them with respect. Secondary students demonstrated particular concern regarding belonging and peer relationships, with only 48% of students in grades 7–12 reporting a strong sense of belonging. Analysis of local data revealed a strong relationship between attendance, academic achievement, engagement, and belonging, particularly among English Learners, Students with Disabilities, and students experiencing chronic absenteeism.

As part of differentiated assistance efforts, Bostonia Global continued participating in structured literacy and belonging improvement cycles in partnership with Cajon Valley Union School District and the San Diego County Office of Education. School leadership teams, teachers, intervention staff, counselors, and support personnel engaged in recurring inquiry cycles focused on analyzing student performance data, identifying barriers to student success, implementing targeted interventions, and monitoring progress toward identified goals. These continuous improvement efforts were grounded in Plan-Do-Study-Act (PDSA) cycles and aligned to the school's Literacy and Belonging Improvement Plans.

Literacy improvement efforts remained a primary focus throughout the year. Bostonia Global continued implementation of evidence-based literacy practices through LETRS-aligned professional learning, Science of Reading implementation, Orton-Gillingham instructional practices, SIPPS intervention, Barton Reading and Spelling, and integrated and designated English Language Development supports. Literacy Leadership Teams regularly analyzed iReady, CAASPP, ELPAC, intervention, and formative assessment data to monitor student growth and identify students requiring additional support. Intervention results demonstrated encouraging progress. Current Barton Reading and Spelling data indicates that 95% of participating students improved overall iReady reading scores, 59% increased at least one iReady performance level, and 82% demonstrated measurable growth in phonics skills. Expansion of SIPPS implementation across grade spans further strengthened foundational literacy supports for struggling readers and Students with Disabilities.

Bostonia Global also continued strengthening supports for multilingual learners through coordinated collaboration between classroom teachers, intervention staff, and district multilingual education specialists. Professional learning focused on integrated and designated English Language Development, language acquisition strategies, newcomer supports, GLAD instructional practices, and scaffolds designed to increase access to grade-level content. These efforts contributed to positive English Learner outcomes, including an increase in Reclassified Fluent English Proficient students from 41.4% to 43.2% and an increase in English Learners maintaining ELPAC Level 4 from 3.9% to 14.1%.

In response to school climate and suspension data, Bostonia Global continued implementation of the District Expectations for Student Success framework, restorative practices, counseling supports, trauma-informed practices, de-escalation training, and tiered behavioral intervention systems. Current Dashboard results indicate that suspension outcomes improved significantly, with the overall suspension rate declining to 2.4%, resulting in a Blue performance category. Suspension rates decreased across all student groups, including English Learners, Hispanic students, White students, Students with Disabilities, and Socioeconomically Disadvantaged students. These results suggest that behavioral intervention systems, relationship-centered practices, and restorative approaches are contributing to improved student outcomes and reductions in exclusionary discipline.

As Bostonia Global continues implementation of its 2026–27 LCAP priorities, the school remains committed to continuous improvement, equity-centered decision making, and data-informed action. Through ongoing collaboration with educational partners, professional learning, literacy improvement efforts, belonging initiatives, multilingual learner supports, and integrated student support systems, Bostonia Global will continue refining practices designed to improve academic achievement, attendance, school climate, and college, career, and life readiness outcomes for all students, particularly English Learners, Students with Disabilities, Foster Youth, and other historically underserved student groups.

Bostonia Global School qualifies for Differentiated Assistance to improve Chronic Absenteeism among English Learners (EL), Long-Term English Learners (LTEL), Hispanic students, and Socioeconomically Disadvantaged students. Bostonia Global also qualifies to improve Academic Achievement among English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students, as well as English Learner Progress for English Learners and Long-Term English Learners.

With assistance from San Diego County Office of Education (SDCOE) staff, Bostonia Global analyzed Dashboard and local data to identify root causes contributing to chronic absenteeism and lower academic performance among identified student groups. Through this process, the school determined that chronic absenteeism is a significant barrier to student achievement, engagement, and language acquisition. Data analysis and educational partner feedback indicated a need to strengthen attendance systems, increase student connectedness and belonging, improve family communication and engagement, and expand targeted academic and language development supports for multilingual learners and other student groups experiencing lower levels of performance.

Bostonia Global leadership participated in the SDCOE Differentiated Assistance process throughout the 2025–2026 school year, including ongoing coaching sessions focused on attendance improvement, continuous improvement planning, data analysis, root cause analysis, implementation monitoring, and progress reviews. School leaders collaborated regularly with assigned SDCOE coaches to develop, implement, and refine improvement strategies aligned to local needs and Local Control and Accountability Plan (LCAP) goals. Bostonia Global will continue participating in future SDCOE Differentiated Assistance workshops, coaching opportunities, and improvement cycles to monitor progress and strengthen implementation efforts.

Educational partner engagement from students, families, staff, School Site Council, English Learner Advisory Committee (ELAC), and other stakeholder groups informed the identification of attendance barriers and improvement priorities. Student empathy interviews and family feedback highlighted the importance of positive relationships with adults, engaging learning experiences, clear communication regarding attendance expectations, and a strong sense of belonging and connection to school. These findings continue to inform the school's attendance, engagement, and academic support strategies.

As a result of this work, Bostonia Global established a schoolwide Attendance Team that meets monthly to review attendance data, monitor student progress, coordinate interventions, and strengthen family outreach efforts. The school has expanded Multi-Tiered Systems of Support (MTSS) practices to provide timely academic, behavioral, and social-emotional interventions and has increased efforts to identify and support students at risk of chronic absenteeism. Staff have received coaching and support to implement attendance interventions, monitor progress, and connect families with resources that address barriers to school attendance.

Specific actions related to the implementation of the work underway as part of the Differentiated Assistance plan can be found in Goal 2 actions supporting student engagement, attendance improvement, family partnerships, restorative practices, social-emotional supports, and Multi-Tiered Systems of Support, as well as Goal 3 actions supporting high-quality instruction, multilingual learner support, designated and integrated English Language Development, targeted academic interventions, and professional learning focused on improving outcomes for English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students.

Through these efforts, Bostonia Global aims to reduce chronic absenteeism, improve academic achievement, and increase English Learner Progress among identified student groups. Progress will be monitored through local attendance and achievement data, English learner progress measures, and future California School Dashboard indicators to ensure continuous improvement and increased success for all students.

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.

Bostonia Global continues implementation of comprehensive support and improvement efforts focused on addressing identified areas of need related to English Learner achievement, literacy performance, student belonging, and suspension outcomes. Through ongoing collaboration with Cajon Valley Union School District and the San Diego County Office of Education, the school continues implementing integrated systems designed to strengthen instructional effectiveness, improve student engagement, and accelerate outcomes for historically underserved student groups.

A central component of this work continues to be the implementation of the school's Leadership Team structure. The Leadership Team includes administrators, teachers, counselors, instructional support staff, and intervention specialists who collaboratively engage in

continuous improvement cycles centered on literacy and belonging. These structures are designed to strengthen organizational coherence and ensure instructional, behavioral, and intervention systems are aligned to identified student needs.

Bostonia Global continues utilizing structured inquiry cycles focused on reviewing student performance data, identifying barriers to student success, implementing targeted interventions, and monitoring effectiveness over time. These cycles prioritize analysis of CAASPP, ELPAC, iReady, attendance, suspension, and student voice data to ensure interventions remain responsive and strategically aligned to student need.

Current literacy improvement efforts continue emphasizing evidence based instructional practices, multilingual learner support, and targeted intervention systems. Teachers continue participating in professional learning aligned to LETRS, the Science of Reading, GLAD instructional strategies, Orton Gillingham methodologies, and integrated English Language Development practices designed to strengthen literacy instruction across content areas. Literacy Leadership Teams continue analyzing student growth data to refine instructional strategies and intervention supports for struggling readers, Long Term English Learners, newcomer students, and Students with Disabilities.

Bostonia Global also continues implementation of expanded intervention systems including SIPPS, Barton Reading and Spelling, targeted small group instruction, collaborative planning structures, and Multi Tiered System of Supports processes designed to accelerate student growth and strengthen foundational literacy skills. These supports are paired with ongoing progress monitoring structures intended to ensure interventions remain timely, responsive, and data informed.

In response to identified suspension and school climate trends, Bostonia Global also continues strengthening proactive behavioral support systems aligned to the District Expectations for Student Success framework. Staff continue participating in professional learning focused on restorative practices, trauma informed strategies, relationship centered classroom management, de escalation supports, and consistent behavioral intervention protocols. Leadership teams continue analyzing suspension, attendance, and climate data to identify patterns, evaluate intervention effectiveness, and refine schoolwide support systems.

Bostonia Global remains committed to continuous improvement through collaborative inquiry, data informed decision making, and equity centered practices designed to improve academic achievement, literacy outcomes, school climate, and long term student success for all learners.

Monitoring and Evaluating Effectiveness

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

Bostonia Global continues implementing structured progress monitoring systems designed to evaluate the effectiveness of comprehensive support and improvement efforts and ensure timely adjustments based on student outcomes, implementation data, and identified areas of need. School leadership teams, Thrive Teams, counselors, teachers, and district partners engage in recurring continuous improvement cycles focused on literacy achievement, student belonging, suspension reduction, attendance, and multilingual learner success.

The school continues utilizing PDSA (Plan Do Study Act) cycles as the primary framework for monitoring and refining school improvement efforts.

Plan

Bostonia Global leadership teams collaboratively identify priority areas for improvement through analysis of California Dashboard indicators, CAASPP results, ELPAC performance, iReady Diagnostic data, suspension trends, attendance reports, climate surveys, and student voice measures. Based on this analysis, site teams establish targeted goals, identify root causes, and develop action plans aligned to literacy growth, school climate, belonging, multilingual learner support, and student engagement.

Do

Site leadership teams, teachers, counselors, and intervention staff implement identified strategies and supports across classrooms and intervention settings. Current implementation efforts include targeted literacy interventions, integrated and designated English Language Development instruction, restorative practices, advisory supports, Multi Tiered System of Supports processes, collaborative planning structures, and professional learning aligned to evidence based instructional practices. Staff continue implementing intervention systems such as SIPPS and Barton Reading and Spelling while expanding supports connected to student belonging and engagement.

Study

Bostonia Global continues collecting and analyzing academic, behavioral, attendance, and climate data on a recurring cycle throughout the school year to evaluate implementation effectiveness and student progress. Teams regularly review CAASPP, ELPAC, iReady, formative assessment, suspension, chronic absenteeism, and student voice data to identify trends, monitor subgroup performance, evaluate intervention impact, and determine areas requiring additional support or refinement. Leadership teams engage in collaborative reflection protocols to analyze outcomes, assess progress toward goals, and identify barriers impacting student success.

Act

Based on findings from the improvement cycles, Bostonia Global adjusts instructional strategies, intervention systems, professional learning priorities, and student supports to better meet identified student needs. Adjustments may include modifying intervention structures, reallocating resources, strengthening Tier 1 instructional supports, increasing targeted professional development, refining behavioral systems, or expanding student and family engagement efforts. Feedback from students, staff, families, and district partners continues informing ongoing refinement of schoolwide systems and improvement strategies.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee	The LCAP Steering Committee played a central role in guiding LCAP priorities by examining site-based and districtwide data, reviewing the school's mission-aligned outcomes, and offering recommendations for continued growth. Key discussion topics included chronic absenteeism, literacy growth, student engagement in the World of Work Pathways, and supports for targeted student groups such as English Learners and Students with Disabilities. Meeting Dates for the 2025-26 School Year: September 12, 2025 – LCAP Launch & Purpose Overview October 10th 2025 – Metric Review & Needs Identification December 12, 2025 – Data Analysis & Stakeholder Input Session January 23, 2026 – Mid-Year Data Review and Reflections March 13, 2026 – Draft Goal and Metric Refinement June 15, 2026 – Final Draft Review and Recommendations
LCAP Student Committee	Student meetings are aligned with LCAP meeting topics. Students meet online with a central lead to capture their voices on current topics, and their feedback is shared during LCAP meetings. This group also provided direct feedback on the LCFF Priority Survey. August 5, 2025 September 2, 2025 October 6, 2025 November 4, 2025 December 2, 2025

Educational Partner(s)	Process for Engagement
	January 6, 2026 February 3, 2026 March 3, 2026 April 7, 2026 May 5, 2026 June 2, 2026
DELAC	The DELAC committee meets throughout the school year to address the specific needs of English Learners and their families. Agendas include topics related to the local control and accountability plan. In the spring, the LCAP annual update is provided to this group for further feedback. Meeting Dates: August 29th, 2025 September 9, 2025 October 7, 2025 November 4, 2025 January 29, 2025 December 16, 2025 February 3, 2026 June 5, 2026
Families	All families were given the opportunity to provide feedback through our districtwide LCFF Priorities and Gallup Surveys.
Administration	The administrative association has representation on the LCAP committee. Principals, assistant principals, and central leadership meet at least monthly to provide data and targeted feedback related to goals and actions. Central teams create goals aligned with actions and metrics to measure effectiveness. Overviews and feedback from LCAP meetings are shared during administrative meetings. All administrators have the opportunity to provide input on the LCFF Priority Survey. Site administrator meetings were convened weekly from August through June to provide consistent leadership input on goals, metrics, and actions.

Educational Partner(s)	Process for Engagement
	Assistance Principal Meetings:Assistant Principal Collaborative (APC) Meetings September 12, 2025 September 26, 2025 October 10, 2025 October 24, 2025 November 7, 2025 December 12, 2025 January 23, 2026 January 30, 2026 February 13, 2026 February 20, 2026 March 13, 2026 March 20, 2026 April 24, 2026 May 8, 2026 May 15, 2026 June 23, 2026 Principal Council Meeting Dates: August 28, 2025 September 4, 2025 September 11, 2025 September 18, 2025 September 25, 2025 October 2, 2025 October 16, 2025 October 23, 2025 October 30, 2025 November 6, 2025 November 13, 2025 November 20, 2025 December 4, 2025 January 15, 2026 January 22, 2026 January 29, 2026 February 5, 2026 February 19, 2026 February 26, 2026

Educational Partner(s)	Process for Engagement
	March 5, 2026 March 12, 2026 March 26, 2026 April 23, 2026 April 30, 2026
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 implemented a comprehensive and inclusive engagement process during the 2025-26 school year to ensure meaningful participation from students, families, staff, administrators, English Learner families, and community partners in the development of the Local Control and Accountability Plan (LCAP). Feedback was gathered through six LCAP Steering Committee meetings held on September 12, 2025; October 10, 2025; December 12, 2025; January 23, 2026; March 13, 2026; and June 15, 2026. Additional input was collected through monthly Student LCAP Committee meetings held from August 2025 through June 2026, DELAC meetings conducted throughout the year, Gallup Parent Surveys, LCFF Priority Surveys, School Site Council meetings, weekly Principal Council meetings, Assistant Principal Collaborative meetings, certificated and classified staff leadership meetings, and ongoing community engagement opportunities. Educational partner feedback was reviewed alongside California Dashboard data, local assessment data, attendance data, school climate surveys, and student outcome measures to identify strengths, challenges, and priorities for continuous improvement. These engagement opportunities directly influenced the development of the LCAP goals, metrics, actions, and expenditures.

Several consistent themes emerged across stakeholder groups. Students emphasized the importance of career-connected learning, work-based learning opportunities, student voice, and relevant learning experiences. Families highlighted the need for strong communication, safe and welcoming schools, academic support, and continued expansion of college and career pathways. Staff and administrators identified literacy achievement, mathematics performance, attendance, student belonging, multilingual learner outcomes, and support for Students with Disabilities as critical areas of focus. English Learner families participating through DELAC emphasized language development,

reclassification, translation services, and equitable access to academic opportunities. These priorities directly informed the actions and expenditures included throughout Goals 1, 2, and 3 of the adopted LCAP.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	RIASEC Interest Survey Completion	Baseline information will be collected through the	I am confident and can explain my	RIASEC INTEREST	Target will be established based	The Year 1 Outcome is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LMS in Spring 2025.	RIASEC themes to a friend - 62% of students responded 4 or 5 on a 1-5 scale	SURVEY gathered via Beable, World of Work inventories in class, O'Net 100% of sites have a program that implements RIASEC Student Interest Surveys High School 100% of students completed 2 surveys via Beable and O'Net and personal Interest Wall and Elevator Pitch Middle School 100% of students completed World of Work inventories and personal Interest Wall Elementary 100% of students completed 1 or more surveys via World of Work inventories and Beable	on baseline in the 24-25 school year.	baseline, so there is currently no difference from baseline.
1.2	Priority 6 Survey	2024 Priority 6 Student Survey: At least one adult in my school knows my	End of Year Priority 6 Student Survey:At least one adult in my school knows my	"At least one adult in my school knows my interests 62% of students	2027 Priority 6 Student Survey, increase % of responses at a 4 or 5 by 10%	At least one adult in my school knows my interests 68% growth of 3% overall

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	interests - 67% of students responded 4 or 5 on a 1-5 scale At least one adult in my school knows my hopes/goals for the future - 61% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to me - 61% of students responded 4 or 5 on a 1-5 scale The things I'm learning in school are important to my future - 77% of students responded 4 or 5 on a 1-5 scale I shared my ideas in class this year to peers and/or adults. 55%	responded 4 or 5 on a 1-5 scale 26/27 E: 65% B: 75% 68% growth of 3% overall At least one adult in my school knows my hopes/goals for the future: 56% of students responded 4 or 5 on a 1-5 scale E: 60% B: 68% 64% growth of 4% overall The things I'm learning in school are important to me - 64% of students responded 4 or 5 on a 1-5 scale E: 58% B: 80% 70% growth of 6% overall The things I'm learning in school	At least one adult in my school knows my interests - 71% At least one adult in my school knows my hopes/goals for the future - 62% The things I'm learning in school are important to me - 75% The things I'm learning in school are important to my future - 80%	At least one adult in my school knows my hopes/goals for the future: 64% growth of 4% overall The things I'm learning in school are important to me 70% growth of 6% overall The things I'm learning in school are important to my future Overall growth of 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				are important to my future 68% of students responded 4 or 5 on a 1-5 scale E: 63% B: 83% Overall growth of 10%"		
1.3	Career Development Learning Experiences	98% of students had access to at least one enhanced career development learning experience outside their classroom.	98% of students had access to at least one enhanced career development learning experience outside their classroom.	Bostonia Global Career Development Experiences: High School 99% of students participated in 2 or more face to face encounters with community professionals (mock interviews, Work Based Learning Fair, etc) Middle School 99% of students participated in 1 or more face to face encounter with community professionals (mock interviews, Work Based Learning Fair); Elementary 99% of	100% students will have access to at least one enhanced career development learning experience outside their classroom.	Goal remains the same with a high success rate at 99% completion across all grade levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				students participated in 1 face to face encounter with community professionals (Career Day) . Continuous Career Learning completed throughout the year and for all students. 2026 season: 36 paid pre-apprenticeship in-depth encounters, projected for 2026 season: 36 paid pre-apprenticeship in-depth encounters.		
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	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 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.	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.	This remains the same compared to baseline.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		increase student growth performance	based structures, to enhance student growth and performance	other site structures to increase student growth performance	that leverages Mondays and other site structures to increase student growth performance	
1.6	Professional Learning Day Survey	Baseline information will be collected during the 24-25 school year. On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	This survey has not yet been given- will be given at the beginning of year 2.	On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: 3.9 On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: 3.7"	Target will be established based on baseline in the 24-25 school year. Maintain an average score of 4 or higher, and/or raise 0.2 for each indicator. On a scale of 1-5, how did today support your implementation of our district's vision? Mean Score: TBD On a scale of 1-5, how did today support your implementation of your site's goals? Mean Score: TBD	Data has remained consistent
1.7	Student Participation in Exhibitions of Learning	90% of students participating in Exhibitions of Learning in 2023-24	Bostonia Global High School Exhibition Participation & Completion; High	Bostonia Global High School Exhibition Participation & Completion; High	95% of students participating in exhibitions	This is a 10% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Learning Through Interest Exhibition 99.2% completion 474 out of 478. Middle School Project Invent Exhibition 98% completion 235 out of 240; Elementary (5th & 6th grade) 97% (118 out of 122). Exhibitions of Learning completed throughout the year and required of all students in different subject areas including Humanities, Art, Science and Spanish. Exhibitions are a requirement for Project Based Learning as culminating events for projects.	School SLC Exhibition 100% completion. Middle School SLC Exhibition 100% completion; Elementary (5th & 6th grade) 100% . Exhibitions of Learning completed throughout the year and required of all students in different subject areas including Humanities, Art, Science and Spanish. Exhibitions are a requirement for Project Based Learning as culminating events for projects.		

Goal Analysis [2025-26]

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

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

Overall, the planned actions aligned closely with actual implementation. Bostonia Global successfully implemented a comprehensive system of career-connected learning, personalized pathway development, project-based learning, exhibitions of learning, and professional learning

structures designed to prepare students for postsecondary success and gainful employment. During the 2025-26 school year, 100% of sites implemented RIASEC interest development opportunities, 99% of students participated in direct interactions with community professionals, and 100% of students participated in exhibitions of learning. Additionally, 108 students participated in off campus mentorships and 130 experienced on campus mentorships. 36 students engaged in paid pre-apprenticeship experiences, further strengthening connections between classroom learning and future career pathways. While implementation fidelity remained high across nearly all actions, student survey data indicated continued opportunities to strengthen student-adult connections, future planning conversations, and students' perceptions regarding the relevance of their learning. These findings will inform continued refinement of Goal 1 actions moving forward.

Goal 1, Action 1.1: World of Work Coordinator

The World of Work Coordinator continued to play a critical role in advancing Bostonia Global's college and career readiness efforts. The coordinator supported implementation of RIASEC interest development activities across all grade spans, coordinated career-connected learning opportunities, expanded partnerships with industry and community organizations, and helped facilitate work-based learning experiences. Through these efforts, 100% of students participated in career interest exploration activities aligned to the World of Work framework. Continued growth in work-based learning and employer engagement highlighted the importance of maintaining dedicated coordination and partnership development capacity.

Goal 1, Action 1.2: Career Development Experiences

Bostonia Global successfully provided meaningful career development experiences to students across all grade levels. High school students participated in mock interviews, work-based learning fairs, industry presentations, and career exploration activities, while middle and elementary students engaged in developmentally appropriate career awareness experiences, including Career Day and interactions with community professionals. As a result, 99% of students participated in one or more direct encounters with industry professionals. These experiences strengthened students' understanding of potential career pathways and supported connections between academic learning and future opportunities.

Goal 1, Action 1.3: Internship Supports and Exhibitions of Learning

Internship supports, pre-apprenticeship opportunities, and exhibitions of learning remained central components of Bostonia Global's learner-centered instructional model. During the year, 36 high school students participated in paid pre-apprenticeship experiences that provided authentic workplace exposure and skill development. Additionally, 108 high school students participated in off campus mentorships and 130 experienced on campus mentorships. Additionally, exhibition participation reached 100% across elementary, middle, and high school grade spans. Students regularly presented projects, demonstrations of learning, and pathway-related work to authentic audiences, strengthening communication, collaboration, and problem-solving skills while reinforcing connections between learning and future goals.

Goal 1, Action 1.4: Services Provided by CVUSD

Services provided by Cajon Valley Union School District continued to support implementation of Bostonia Global's mission and learner-centered vision. District support included World of Work resources, professional learning opportunities, leadership collaboration, TEDx

participation opportunities, and technical assistance aligned to strategic priorities. These supports strengthened alignment between district initiatives and site implementation while providing staff and students with expanded opportunities for learning, collaboration, and innovation.

Goal 1, Action 1.5: Professional Learning Days for All Staff

Professional Learning Days were implemented throughout the year to build staff capacity in project-based learning, learner-centered instructional practices, data analysis, career-connected learning, and support for diverse learners. Professional learning survey results demonstrated positive staff perceptions, with participants reporting an average rating of 3.9 out of 5 regarding support for implementation of the district vision and 3.7 out of 5 regarding support for site goals. Feedback gathered during these sessions will continue to inform future professional learning design and delivery.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff

Bostonia Global maintained dedicated collaboration structures throughout the school year. TK-8 staff participated in Tuesday collaboration and professional learning opportunities, while grades 9-12 staff engaged in structured collaboration on Tuesdays and Thursdays. These systems supported continuous improvement planning, instructional alignment, analysis of student learning, and development of project-based learning experiences. One hundred percent of sites maintained systematic continuous improvement structures designed to increase student growth and performance.

Goal 1, Action 1.7: Professional Learning Experiences

Staff participated in a variety of internal and external professional learning experiences throughout the year, including coaching cycles, conferences, workshops, collaborative planning opportunities, and professional learning communities. These experiences supported implementation of learner-centered practices, project-based learning, World of Work, competency-based education, and instructional strategies designed to increase student engagement and achievement. Ongoing investment in professional learning remains essential to sustaining high-quality implementation of Bostonia Global's instructional model.

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.

During the 2025-26 school year, one material variance was identified for Goal 1.

Goal 1, Action 1.5: Professional Learning Days for All Staff

Bostonia Global originally budgeted \$107,399 to support Professional Learning Days for all staff. Actual expenditures totaled \$130,902, resulting in a variance of \$23,503. This increase was primarily attributable to higher staffing costs than originally projected. As staffing levels increased during the school year, the cost of providing substitute coverage, employee compensation, and associated benefits for the two mandatory professional learning days also increased.

Despite the increase in expenditures, the action was implemented as planned and directly supported the school's learner-centered instructional model, project-based learning implementation, career-connected learning initiatives, and continuous improvement efforts. Professional learning remained a critical component of Goal 1 implementation and contributed to the successful execution of World of Work experiences, exhibitions of learning, RIASEC implementation, and continuous improvement systems across all grade levels.

No other material variances were identified within Goal 1. Remaining expenditures aligned substantially with budgeted amounts, and all planned actions were implemented as intended.

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

Goal 1, Action 1.1: World of Work Coordinator

The World of Work Coordinator position was highly effective in advancing Bostonia Global's college and career readiness efforts. Through coordination of career-connected learning experiences, employer partnerships, mentorship opportunities, work-based learning activities, and RIASEC implementation, the coordinator helped ensure that 100% of students participated in career interest exploration activities aligned to the World of Work framework. The coordinator also supported the expansion of partnerships that provided students with authentic career exposure and contributed to the successful implementation of paid pre-apprenticeship opportunities. Continued growth in employer engagement and work-based learning opportunities demonstrates the value of maintaining this position.

Goal 1, Action 1.2: Career Development Experiences

Career development experiences were highly effective in providing students with direct exposure to potential career pathways and industry professionals. During the 2025-26 school year, 99% of students participated in one or more career-connected learning experiences, including career fairs, mock interviews, Career Day activities, industry presentations, and work-based learning opportunities. These experiences helped students connect classroom learning to future opportunities and strengthened implementation of Bostonia Global's learner-centered pathway model.

Goal 1, Action 1.3: Internship Supports and Exhibitions of Learning

Internship supports, pre-apprenticeship opportunities, and exhibitions of learning were highly effective in promoting student agency, communication skills, and real-world application of learning. Thirty-six students participated in paid pre-apprenticeship experiences that provided authentic workplace exposure and skill development. Additionally, exhibition participation reached 100% across elementary, middle, and high school grade spans. These experiences allowed students to demonstrate learning publicly, communicate their thinking, and connect academic work to personal interests and future goals.

Goal 1, Action 1.4: Services Provided by CVUSD

District-provided services were effective in supporting implementation of Bostonia Global's mission and strategic priorities. Access to World of Work resources, leadership collaboration, professional learning opportunities, TEDx participation, and district technical assistance helped

strengthen alignment between district initiatives and site-level implementation. These services expanded opportunities for students and staff while supporting continuous improvement efforts across the organization.

Goal 1, Action 1.5: Professional Learning Days for All Staff

Professional Learning Days were effective in supporting implementation of learner-centered instructional practices, project-based learning, World of Work, and continuous improvement efforts. Staff survey results demonstrated positive perceptions of these learning opportunities, with participants reporting an average rating of 3.9 out of 5 regarding support for implementation of the district vision and 3.7 out of 5 regarding support for site goals. These results indicate that professional learning continues to positively support staff growth and implementation efforts.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff

Dedicated collaboration time was effective in supporting continuous improvement planning, instructional alignment, project design, and analysis of student learning. One hundred percent of sites maintained systematic collaboration structures through Tuesday professional learning and collaboration sessions for TK-8 staff and Tuesday and Thursday collaboration structures for grades 9-12 staff. These systems strengthened staff collaboration and supported implementation of personalized learning experiences across grade levels.

Goal 1, Action 1.7: Professional Learning Experiences

Professional learning experiences were effective in building staff capacity to implement learner-centered practices, project-based learning, competency-based education, and career-connected learning experiences. Staff participated in coaching cycles, conferences, workshops, collaborative planning sessions, and professional learning communities throughout the year. These experiences supported high levels of implementation across Goal 1 actions, including 100% implementation of RIASEC interest development activities, 99% participation in career-connected learning experiences, and 100% exhibition participation. Continued investment in professional learning remains essential to sustaining and expanding these outcomes.

Overall, the actions associated with Goal 1 were effective in advancing Bostonia Global's mission of preparing students for gainful employment aligned to their strengths, interests, and values. Evidence of effectiveness includes universal implementation of RIASEC interest development activities, high participation rates in career-connected learning experiences, full participation in exhibitions of learning, and expansion of paid pre-apprenticeship opportunities. While implementation outcomes remain strong, student perception data suggests continued opportunities to strengthen students' connections between learning and future goals, increase individualized future planning conversations, and deepen students' sense of purpose and relevance within their educational experiences.

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.

Based on analysis of 2025-26 implementation and outcome data, Bostonia Global will maintain the overall structure of Goal 1 while refining several actions to strengthen student purpose, future planning, relevance of learning, and career pathway development. Data demonstrated high levels of implementation across all major Goal 1 actions, including 100% implementation of RIASEC interest development activities,

99% participation in career-connected learning experiences, 100% exhibition participation, and successful implementation of paid pre-apprenticeship opportunities. While implementation outcomes remained strong, student survey data indicated opportunities to strengthen students' connections between learning and future goals and increase the number of students who report that adults know their hopes, goals, and aspirations.

Goal 1, Action 1.1: World of Work Coordinator

No significant changes are planned for this action. The World of Work Coordinator will continue leading implementation of career-connected learning, employer partnerships, mentorship opportunities, and pathway development activities. Additional focus will be placed on expanding employer engagement, increasing access to work-based learning experiences, and strengthening systems that connect student interests to future opportunities.

Goal 1, Action 1.2: Career Development Experiences

Career development experiences will continue to be expanded and refined to strengthen connections between classroom learning and future careers. Building on the success of achieving 99% student participation, Bostonia Global will increase opportunities for students to engage with industry professionals, explore career pathways, and participate in authentic workplace experiences aligned to their interests and goals.

Goal 1, Action 1.3: Internship Supports and Exhibitions of Learning

Bostonia Global will continue expanding work-based learning opportunities and strengthening exhibition experiences. Additional emphasis will be placed on ensuring students regularly reflect on how their learning connects to future aspirations, career interests, and postsecondary pathways. The school will also continue refining systems that support high-quality exhibitions and authentic demonstrations of learning.

Goal 1, Action 1.4: Services Provided by CVUSD

Bostonia Global will continue leveraging district-provided resources, technical assistance, professional learning, and collaborative opportunities that support implementation of World of Work, learner-centered practices, and continuous improvement efforts. No significant changes are planned for this action.

Goal 1, Action 1.5: Professional Learning Days for All Staff

Professional Learning Days will continue to focus on learner-centered instructional practices, project-based learning, career-connected learning, and competency-based education. Based on staff feedback, additional opportunities for role-specific collaboration and application of learning will be incorporated into future professional learning designs.

Goal 1, Action 1.6: Collaboration Time for Certificated Staff

Bostonia Global will continue maintaining structured collaboration systems across all grade spans. To maximize effectiveness, collaboration time will include increased focus on student engagement data, future readiness indicators, exhibition planning, and strategies that strengthen

connections between learning and student aspirations. Instructional leaders and coaches will continue supporting teams through protocols and continuous improvement processes.

Goal 1, Action 1.7: Professional Learning Experiences

Professional learning opportunities will continue supporting implementation of learner-centered practices, career-connected learning, competency-based education, and student engagement strategies. Additional emphasis will be placed on professional learning that helps educators strengthen student voice, purpose, belonging, and future readiness through daily instructional practices.

In addition to these action refinements, Bostonia Global will continue monitoring student perception data related to future planning, adult-student relationships, and relevance of learning. Particular attention will be given to increasing the percentage of students who report that adults know their hopes and goals for the future and strengthening students' understanding of how their learning connects to future opportunities. These measures will help ensure that strong implementation of career-connected learning translates into stronger student outcomes related to purpose, agency, and future readiness.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	World of Work Coordinator	The World of Work (WoW) Coordinator at Bostonia Global is responsible for integrating career exploration and readiness into the school curriculum. This role aims to provide students with a comprehensive understanding of various career paths, helping them make informed decisions about their futures. The Coordinator will work closely with educators, students, parents, and community partners to implement and sustain WoW initiatives. Key Responsibilities: Program Development and Implementation: Develop and implement a World of Work curriculum that aligns with Bostonia Global's educational goals and standards. Create engaging and interactive career exploration activities for students in grades TK-8. Integrate WoW concepts into existing subjects and coordinate with teachers to embed career readiness into daily lessons. Student Engagement:	\$190,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Collaborate with community partners to bring real-world experiences and expertise into the classroom. Professional Development and Training: Provide training and resources to teachers and staff on integrating WoW principles into their teaching practices. Stay updated on current trends and best practices in career education and share this knowledge with the school community. Organize professional development workshops and seminars focused on career readiness and workforce skills. Data Collection and Reporting: Monitor and evaluate the effectiveness of WoW programs and initiatives. Collect and analyze data on student participation and outcomes to inform program improvements. Prepare reports for school leadership and stakeholders on the impact of WoW initiatives. Communication and Outreach: Communicate regularly with students, parents, and staff about WoW programs and events. Develop promotional materials and use various media platforms to increase awareness of WoW opportunities. Serve as a liaison between the school and external partners, ensuring alignment and collaboration.		

Action #	Title	Description	Total Funds	Contributing
1.2	Career Development Experiences	Career Development Experiences at Bostonia Global are designed to equip students with the skills, knowledge, and insights necessary to navigate their future careers successfully. These experiences integrate real-world applications with academic learning, fostering a comprehensive understanding of various career paths and the skills required to excel in them.	\$30,378.00	Yes
1.3	Internship Supports & Exhibition	Internship Supports & Exhibition at Bostonia Global are designed to provide students with valuable hands-on experiences in real-world settings while showcasing their learning and achievements to the community. These programs aim to bridge the gap between academic learning and professional practice, helping students develop practical skills, gain industry insights, and build professional networks. The culmination of these experiences is an exhibition where students present their work, reflect on their learning, and celebrate their accomplishments.	\$5,075.00	Yes
1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Cajon Valley Union School District (CVUSD) provides comprehensive support to Bostonia Global through various services and initiatives related to World of Work (WoW), TedEx, professional learning, LCAP, and more. This support ensures that Bostonia Global can effectively implement these programs and meet the diverse needs of its students, staff, and community. World of Work (WoW) Program Development and Integration Curriculum Support: CVUSD assists Bostonia Global in developing and integrating the World of Work curriculum into existing subjects, ensuring alignment with district standards and goals. Resource Provision: Providing materials, tools, and resources necessary for implementing career exploration activities, including access to career interest surveys, software, and platforms. Partnership Facilitation	\$686,911.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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.		

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$132,866.00	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.	\$726,369.00	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.	\$52,999.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	High School Registrar	The High School Registrar plays a critical role in supporting student success by managing student enrollment, transcripts, scheduling, graduation tracking, dual enrollment coordination, records management, and communication with students and families. This position ensures the accuracy and integrity of student records while supporting personalized pathway planning, postsecondary readiness, and timely access to academic opportunities. As Bostonia Global continues to expand dual enrollment, work-based learning, competency-based learning systems, and individualized student pathways, the Registrar provides essential operational support that allows students to successfully navigate graduation requirements, college and career readiness milestones, and postsecondary transitions. The position also serves as a key liaison between students, families, counselors, teachers, college partners, and district staff to ensure students receive timely support and access to opportunities aligned with their educational goals. The Registrar supports student engagement and future readiness by maintaining accurate academic records, monitoring progress toward graduation, coordinating transcript requests, supporting college and career application processes, managing enrollment and withdrawal procedures, and ensuring compliance with state and local reporting requirements. This position is essential to creating seamless systems that allow students to focus on learning while ensuring they remain on track toward graduation, postsecondary success, and gainful employment.	\$73,000.00	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.

Goal 2 was developed to ensure that all students, staff, and families experience safe, respectful, inclusive, and supportive learning environments where strong relationships foster engagement, belonging, and success. Bostonia Global recognizes that positive school climate, meaningful family engagement, and consistent student attendance are essential conditions for academic achievement, social-emotional well-being, and long-term success.

During the 2025-26 school year, Bostonia Global demonstrated significant success in improving school climate and student behavior outcomes. According to the California Accountability Dashboard, the school's Suspension Indicator improved to Blue, with an overall suspension rate of 2.4%, representing a five percentage point decrease from baseline. Every student subgroup demonstrated improvement, including English Learners, Socioeconomically Disadvantaged students, Hispanic students, White students, and Students with Disabilities. These results reflect the positive impact of restorative practices, relationship-centered supports, proactive behavior interventions, and ongoing efforts to create safe and supportive learning environments.

Student perception data also highlighted important areas of growth. Survey results showed notable increases in students reporting that adults treat them with respect and that they feel safe at school. At Broadway, 88% of students reported that adults treat them with respect, while 77% of students at Emerald reported the same. Students reporting that they feel safe at school increased at both campuses, demonstrating continued progress in fostering positive relationships and supportive school environments.

While these improvements are encouraging, attendance data indicates that chronic absenteeism remains a significant challenge. The California Accountability Dashboard Chronic Absenteeism Indicator remained Yellow overall, with the school's chronic absenteeism rate increasing from 21.9% to 23.3%. Several student groups experienced increases in chronic absenteeism, including Students with Disabilities, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Long-Term English Learners. Students with Disabilities experienced a chronic absenteeism rate of 31.9%, while Long-Term English Learners reached 36.1%, highlighting the need for continued targeted attendance interventions and family engagement strategies.

Student survey results also identified opportunities to strengthen school connectedness and belonging. While perceptions of safety and adult respect increased, feelings of belonging declined, particularly among secondary students. At Emerald, only 48% of students reported feeling that they belong at school, representing a significant decrease from the previous year. Additionally, perceptions related to peer respect and school cleanliness declined across both campuses. These findings suggest that while relationships with adults continue to strengthen, additional efforts are needed to improve peer culture, student connectedness, and overall school climate.

Family engagement remains a significant strength for Bostonia Global. Parent survey results demonstrated high levels of trust, satisfaction, and engagement across both campuses. More than 88% of Broadway parents and nearly 79% of Emerald parents reported being fully engaged with their child's school, while over 92% of Broadway parents and 80% of Emerald parents reported feeling proud to be part of their school community. In addition, 100% of schools maintained LCAP, parent leadership opportunities, coffee with the principal, and advisory structures designed to engage educational partners in school improvement efforts.

Bostonia Global developed this goal to build upon the significant progress made in school climate and behavior while addressing ongoing challenges related to attendance, belonging, and student connectedness. Through continued implementation of restorative practices, attendance interventions, family engagement strategies, student leadership opportunities, advisory systems, and positive school culture initiatives, Bostonia Global will continue creating environments where all students, staff, and families feel safe, empowered, respected, and connected.

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%	All Students Indicator Color: Red 7.4% suspended at least one day Increased 4%. Red: White 10.8% suspended at least one day Increased 5%. Orange: English Learners: 10.0% suspended at least one day Increased 6.9%. Hispanic: 6.3% suspended at least	All Students Indicator Color: Blue 2.4% suspended at least one day decreased 5% Green: White 2.8% suspended at least one day decreased 8%. Green: English Learners: 3.3% suspended at least one day decreased 6.9%. Blue: Hispanic: 2.1% suspended	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:	Compared to the 2023 baseline, suspension outcomes improved substantially across nearly all student groups. The overall suspension rate decreased from 3.3% to 2.4%, a reduction of 0.9 percentage points, and the overall Dashboard indicator improved

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	one day Increased 3.7% Two or More Races: 5.1% suspended at least one day Increased 1.2% Socioeconomically Disadvantaged: 8.3% suspended at least one day Increased 4.8% Students with Disabilities: 8.4% suspended at least one day increased 4%	at least one day decreased 4.2% Green: Two or More Races: 1.4 % suspended at least one day decreased 3.7% Blue: Socioeconomically Disadvantaged: 2.5% suspended at least one day decreased 5.9% Yellow: Students with Disabilities: 5.2% suspended at least one day decreased 3.1%	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% Students with Disabilities: 4.2% suspended at least one day African American 3.0% suspended at least one day	from Red to Blue. Significant reductions were observed among White students (5.8% to 2.8%), Students with Disabilities (4.4% to 5.2% with an overall indicator improvement and reduction from recent prior years), Socioeconomically Disadvantaged students (3.6% to 2.5%), English Learners (3.2% to 3.3% with a substantial decline from recent peak rates), Hispanic students (2.6% to 2.1%), and students identifying as Two or More Races (3.9% to 1.4%). Indicator colors improved across nearly all student groups, with several groups moving from Red or Orange performance levels to Green or Blue.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Overall, the data demonstrates that Bostonia Global's investments in restorative practices, proactive behavior supports, student engagement, and relationship-centered school culture have contributed to sustained reductions in exclusionary discipline and improved school climate outcomes. Continued focus will remain on reducing suspension rates among Students with Disabilities while maintaining positive trends across all student groups.
2.2	California Accountability Dashboard: Chronic Absenteeism Indicator	2023 Dashboard Chronic Absenteeism All Students Indicator Color: Yellow 28.1% chronically absent Decreased 5.9%	Indicator Color: Yellow 21.9% chronically absent, Decreased 6.2% Yellow: White 19.7% chronically absent increased 2%	Indicator Color: Yellow 23.3% chronically absent, increased 1.5% Yellow: White 15.9% chronically absent, declined 3.8%	2026 Dashboard Chronic Absenteeism Indicator All Students 22% chronically absent	Overall Trends: Unlike the suspension data, chronic absenteeism showed mixed results, with several student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Student Groups by Performance Level Red: White 1.7% chronically absent Increased 2.9% Orange: African American 8.2% chronically absent Declined 1.8% Two or More Races 25.5% chronically absent Declined 16.4% Students with Disabilities 34.3% chronically absent Declined 15.7% Yellow: English Learners 27.1% chronically absent Declined 9.6% Hispanic: 29.2% chronically absent Declined 5.8%	Orange: African American 25.7% chronically absent declined 12.5% Orange: Two or More Races 23.6% chronically absent Declined 1.8%. Yellow: Students with Disabilities 26.3% chronically absent Declined 7.9% Orange: Two or More Races 23.6% chronically absent Declined 1.8% Yellow: Students with Disabilities 26.3% chronically absent Declined 7.9% Yellow: English Learners 23.2% chronically absent Declined 3.9% Yellow: Hispanic: 21.7% chronically absent Declined 7.5% Socioeconomically Disadvantaged 24.7% chronically absent Declined 5.8%	Orange: African American 23.8% chronically absent, declined 1.9% Red: Two or More Races 23.9% chronically absent, maintained .3%. Red: Students with Disabilities 31.9% chronically absent, increased 5.6% Red: English Learners 25.4% chronically absent, increased 2.2% Red: Hispanic: 24.7% chronically absent, increased 3% Red: Socioeconomically Disadvantaged 25.7% chronically absent, increased 1% Red: Long Term English Language Learners 36.1% chronically absent, increased 8.2% "	All Student Groups by Performance Level Red: White 1.0% chronically absent Orange: African American 8.0% chronically absent Two or More Races 22% chronically absent Students with Disabilities 33% chronically absent Yellow: English Learners 25% chronically absent Hispanic: 27 chronically absent Socioeconomically Disadvantaged	groups experiencing increases at mid-year. The overall chronic absenteeism rate increased from 21.9% to 23.3%. Several groups shifted from Yellow or Orange to Red, indicating worsening attendance concerns. The most significant increases occurred among: Students with Disabilities (26.3% to 31.9%) Hispanic students (21.7% to 24.7%) English Learners (23.2% to 25.4%) Long Term English Language Learners showed the highest rate overall at 36.1%. Positive movement was seen among: White students, whose absenteeism rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 30.5% chronically absent Declined 6.8%			28% chronically absent	decreased from 19.7% to 15.9%. African American students, whose rate declined slightly from 25.7% to 23.8%. Summary Statement: The mid-year chronic absenteeism data indicates that attendance remains a significant area of concern. Although a few student groups demonstrated improvement, overall chronic absenteeism increased, and several subgroup indicators declined to Red status. Students with Disabilities, English Learners, Hispanic students, and Long Term English Language Learners showed the greatest attendance challenges, suggesting a need

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						for intensified attendance interventions, family engagement efforts, and targeted support systems to improve student attendance outcomes.
2.3	Local Indicator: School Climate (Priority 6)	I feel safe at school: 74% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5) My school is clean: 54% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 72% of students in grades 4-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 63% of students in grades 4-12 report feeling that they belong	I feel safe at school: 61.8% of students in grades 4-12 report feeling safe at school (a 4 or 5 on a scale of 1-5). My school is clean: 37% of students in grades 4-12 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 76.4% of students in grades 4-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 51%	I feel safe at school: 65% of students in grades 4-6 report feeling safe at school (a 4 or 5 on a scale of 1-5) at Broadway 63% of students in grades 7-12 report feeling safe at school (a 4 or 5 on a scale of 1-5) at Emerald My school is clean: 40% of students in grades 4-6 report that their school is clean (a 4 or 5 on a scale of 1-5) at Broadway 46% of students in grades 7-12 report that their school is clean (a 4 or 5 on	Increase by 2% and/or maintain above a 85%.	Overall, student survey results show notable gains in perceptions of safety and adult respect at both Broadway and Emerald, while ratings related to school cleanliness and student belonging declined, particularly at Emerald. Largest improvements: The largest improvements were seen in students reporting that adults treat them with respect, increasing by 51

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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)	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: 52.1 % of students in grades 4-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)	a scale of 1-5) at Emerald Adults at my school treat me with respect: 88% of students in grades 4-6 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) at Broadway 77% of students in grades 7-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) at Emerald I feel like I belong at my school: 67% of students in grades 4-6 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5)at Broadway 48% of students in grades 7-12 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) at Emerald		percentage points at Broadway and 39 percentage points at Emerald. Emerald also showed a strong increase in students feeling safe at school, rising 18 percentage points. The greatest declines were in perceptions of school cleanliness at Broadway (down 36 percentage points) and students' sense of belonging at Emerald (down 20 percentage points). Summary Statement: Overall, the data suggests that students are experiencing stronger relationships with adults and improved feelings of safety across both campuses. However,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				My classmates treat me with respect: 63% of students in grades 4-6 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5) at Broadway 55% of students in grades 7-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5) at Emerald		concerns remain around school climate factors tied to cleanliness, peer relationships, and belonging, especially among secondary students at Emerald. These results highlight important progress in adult-student connections while also identifying areas for continued focus and support.
2.4	Local Indicator: Basic Services and Conditions (Safe, Clean and Functional School Facilities) (Priority 1)	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): 100% of sites audited had an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Annual Williams Audit (FIT): Maintain 100% of sites audited having an overall score of “Good” or higher on the Facilities Inspection Tool (FIT).	Baseline has not shifted
2.5	Local Indicator: Parent and Family Engagement (Priority 3)	The following are based on the local indicator's survey provided to families March and April 2024: Overall Mean Score: 4.12	Current Implementation Snapshot (Spring 2024) Building Relationships	Data Collection Still in Progress	Increase by 0.2 and/or maintain baseline above 4.25	Overall Mean Score: Baseline 4.28, Current 4.31 (+0.03) Highest Mean Score: Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	Between School Staff and Families Overall Mean Score: 4.31 Highest: 4.46 – “Providing families with learning/development resources” Lowest: 4.15 – “Supporting families to understand/exercise legal rights” Progress: Full Implementation [4/5] Trends: Strong participation in Student-Led Conferences, SSC, ELAC Regular bilingual communication (ParentSquare, interpreters) Focus on culturally responsive outreach for less-engaged families Building Partnerships for Student Outcomes			4.43, Current 4.46 (+0.03) Lowest Mean Score: Baseline 4.12, Current 4.15 (+0.03) Overall Mean Score: Baseline 4.12, Current 4.21 (+0.09) Highest Mean Score: Baseline 4.30, Current 4.46 (+0.16) Lowest Mean Score: Baseline 3.90, Current 3.93 (+0.03) Overall Mean Score: Baseline 4.18, Current 4.21 (+0.03) Highest Mean Score: Baseline 4.28, Current 4.31 (+0.03) Lowest Mean Score: Baseline 4.12, Current 4.15 (+0.03)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Overall Mean Score: 4.21 Highest: 4.46 – “Creating welcoming environments” Lowest: 3.93 – “Learning about family cultures/goals” Progress: Full Implementation [4/5] Trends: Parent workshops, academic goal-setting, home visits Weekly updates from teachers Need: More clarity on academic expectations for families Seeking Input for Decision-Making Overall Mean Score: 4.21 Highest: 4.31 – “Building capacity of staff to engage families in decision-making” Lowest: 4.15 – “Building capacity of families to			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			engage in decision-making” Progress: Full Implementation [4/5] Trends: Active SSC, ELAC, and parent surveys Increase underrepresented family participation Improve follow-up to show how input informs decisions			
2.6	Parent Engagement Reflection Tool	Baseline data will be collection in Fall 2024	100% of Principals have Parent Engagement goals. This will become baseline. 100% of principals are using the reflection tool to enhance their parent engagement goals. This will become baseline. 100% of principals have set Family Capacity Building Goals and Staff Capacity Building Family-Centered Goal. This will become baseline.	100% of Principals have Parent Engagement goals. This will become baseline. 100% of principals are using the reflection tool to enhance their parent engagement goals. This will become baseline. 100% of principals have set Family Capacity Building Goals and Staff Capacity Building Family-Centered Goal. This will become baseline.	Increase average site score by 10% as determined by baseline.	No shift from baseline.
2.7	Average Daily Attendance Rate	As of 4/22/24, the Average Daily	As of 5/9/25 the Average Daily	As of 05/19/26 the Average Daily	Increase the Average Daily	Overall Trends: Average Daily

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rate is 96.3%.	Attendance Rate as of 6/2/25 is: 94% (TK-6), 93.53% (7-8), 91.36% (9-12)	Attendance rate is 94% (TK-6), 93.16% (7-8), 91.63% (9-12)	Attendance Rate to 93%	Attendance remained relatively stable across all grade spans. TK–6 attendance maintained a strong 94% rate, showing consistency in elementary attendance. Grades 7–8 experienced a slight decline of 0.37 percentage points, though attendance remains above 93%. Grades 9–12 showed modest improvement, increasing from 91.36% to 91.63%. Summary Statement: The current Average Daily Attendance data demonstrates overall stability across grade spans when compared to baseline data. Elementary attendance remained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						consistent at 94%, middle school attendance showed a slight decline, and high school attendance improved modestly. While attendance rates remain strongest in the TK–6 grade span, continued focus on attendance supports and engagement strategies at the secondary level may help strengthen overall student attendance outcomes.
2.8	School Dropout Rate	0% School Dropout Rate, 1 student dropped out)	0% School Dropout Rate	0% School Dropout Rate	Maintain School Dropout Rate	No Change from Baseline
2.9	Expulsion Rate	0% Expulsion Rate	.07% Expulsion Rate (1 student)	0% School Dropout Rate	Maintain School Expulsion Rate	No Change from Baseline.
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	Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.	"Parents have multiple opportunities to participate in school governance and decision making with an intentional focus on unduplicated pupils.	Maintain 100% of parents having a School Site Council Maintain 100% of parents are able to have a site representative for the District English	No Change from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 63% of all Newcomer families participated in a Newcomer Welcome meeting.	100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site representative for the District English Learner Advisory Council 100% of schools are able to select a representative for the LCAP Committee 100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. 85% of all Newcomer families participated in a Newcomer Welcome meeting. Turn	100% of schools have a School Site Council 100% of Title I schools have an English Learner Advisory Council 100% of Title I schools are able to select a site representative for the District English Learner Advisory Council 100% of schools are able to select a representative for the LCAP Committee 100% of unduplicated parents were invited to participate in SSC, ELAC (when appropriate), and site advisory councils. 85% of all Newcomer families participated in a Newcomer Welcome meeting.	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. 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	I feel safe at school:	I feel safe at school:	Increase all areas by 2%.	Overall, student survey results show notable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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) 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)	62% of students in grades 4-8 report feeling safe at school (a 4 or 5 on a scale of 1-5) My school is clean: 43.7% of students in grades 4-8 report that their school is clean (a 4 or 5 on a scale of 1-5) Adults at my school treat me with respect: 76% of students in grades 4-8 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) I feel like I belong at my school: 51% of students in grades 4-8 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) My classmates treat me with respect:	65% of students in grades 4-6 report feeling safe at school (a 4 or 5 on a scale of 1-5) at Broadway 63% of students in grades 7-12 report feeling safe at school (a 4 or 5 on a scale of 1-5) at Emerald My school is clean: 40% of students in grades 4-6 report that their school is clean (a 4 or 5 on a scale of 1-5) at Broadway 46% of students in grades 7-12 report that their school is clean (a 4 or 5 on a scale of 1-5) at Emerald Adults at my school treat me with respect: 88% of students in grades 4-6 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) at Broadway		gains in perceptions of safety and adult respect at both Broadway and Emerald, while ratings related to school cleanliness and student belonging declined, particularly at Emerald. Largest improvements: The largest improvements were seen in students reporting that adults treat them with respect, increasing by 51 percentage points at Broadway and 39 percentage points at Emerald. Emerald also showed a strong increase in students feeling safe at school, rising 18 percentage points. The greatest declines were in perceptions of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			52% of students in grades 4-8 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)	77% of students in grades 7-12 report that adults at the school treat them with respect (a 4 or 5 on a scale of 1-5) at Emerald I feel like I belong at my school: 67% of students in grades 4-6 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) at Broadway 48% of students in grades 7-12 report feeling that they belong at their school (a 4 or 5 on a scale of 1-5) at Emerald My classmates treat me with respect: 63% of students in grades 4-6 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5)at Broadway		school cleanliness at Broadway (down 36 percentage points) and students' sense of belonging at Emerald (down 20 percentage points). Summary Statement: Overall, the data suggests that students are experiencing stronger relationships with adults and improved feelings of safety across both campuses. However, concerns remain around school climate factors tied to cleanliness, peer relationships, and belonging, especially among secondary students at Emerald. These results highlight important progress in adult-student connections while

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				55% of students in grades 7-12 report feeling that classmates treat them with respect (a 4 or 5 on a scale of 1-5) at Emerald		also identifying areas for continued focus and support."
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	(Q12) Metric: Q02: I have the materials and equipment I need to do my work right. 77% of staff indicate they agree/strongly agree Q05: My manager, or someone at work, seems to care about me as a person. 83% of staff indicate they agree/strongly Agree Q07: At work, my opinions count. 74% of staff indicate they agree/strongly agree	We have not yet administered this poll. It will be shared with staff in the spring.	2026 Staff Gallup Poll (Q12) Metric: Increase by 5% of staff who agree/strongly agree for each question	Q02: I have the materials and equipment I need to do my work right – Increase of 9% Q05: My manager, or someone at work, seems to care about me as a person – Increase of 8% Q07: At work, my opinions count – Increase of 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Annual Parent Survey	"March 2023 Spring Gallup Parent Poll (next Gallup Parent Poll administered May 2024) 41% of respondents are fully engaged. 4% of respondents agreed with the statement, "My child's school always delivers on what it promises." 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."	2025 Spring Gallup Parent Poll: - 39% of respondents are fully engaged at Broadway and 24% of respondents are fully engaged at Emerald site. - 86% of respondents at Broadway and 76% of respondents at Emerald agreed with the statement, "My child's school always delivers on what it promises." 80% TK-12 - 90% of respondents at Broadway and 78% of respondents at Emerald agreed with the statement, "I feel proud to be a parent at my child's school." 84% TK-12 - 84% of respondents at Broadway and 72% of respondents at	2026 Spring Gallup Parent Poll: - 88.8% of respondents are fully engaged at Broadway and 78.6% of respondents are fully engaged at Emerald site. - 88% of respondents at Broadway and 78.6% of respondents at Emerald agreed with the statement, "My child's school always delivers on what it promises." - 92.4% of respondents at Broadway and 80.6% of respondents at Emerald agreed with the statement, "I feel proud to be a parent at my child's school." - 85.8% of respondents at Broadway and 79.8% of respondents at Emerald agreed with the statement,	"March 2026 Spring Gallup Parent Poll Maintain above 80% and/or increase by 3%.	Parent engagement and satisfaction increased at both Broadway and Emerald from Spring 2025 to Spring 2026. Broadway remains the higher-performing campus with very strong and stable results, while Emerald shows faster growth across most indicators, especially perceived school fit and overall engagement. Both campuses improved in trust, pride, and engagement, with Broadway showing steady gains and Emerald showing stronger momentum from a lower baseline. The largest improvements were seen in:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Emerald agreed with the statement, "This school is perfect for my child." 78% TK-12	"This school is perfect for my child."		Emerald "school is perfect for my child" (72.0% ? 79.8%) Emerald engagement (75.6% ? 78.6%) Pride in school increased at both campuses (Broadway: 90.0% ? 92.4%; Emerald: 78.0% ? 80.6%) Trust in school delivery improved at both sites (Broadway: 86% ? 88%; Emerald: 76% ? 78.6%) Summary Statement: Both campuses show overall improvement in parent engagement and satisfaction, with Broadway maintaining high and stable performance and Emerald demonstrating stronger year-over-year growth, particularly in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						perceived school fit and engagement."
2.14	Annual CVUSD Safety Survey (Families & Staff)	88% of staff feel their school is a safe place. 78% of families agree with the statement, "My child feels safe at this school."	90% of staff feel their school is a safe place. 77% of families agree with the statement, "My child feels safe at this school."	We have not yet administered this poll. It will be shared with staff in the spring.	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."	Staff: Increase of 2% (from 88% to 90%) Families: Decrease of 1% (from 78% to 77%)

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, Bostonia Global continued implementing a comprehensive system of supports designed to ensure that all students, staff, and families feel safe, empowered, and respected. Goal 2 focused on strengthening school climate, increasing student connectedness, improving attendance, supporting student wellness, maintaining safe and welcoming learning environments, and fostering meaningful family engagement. Through coordinated efforts across counseling, student support services, campus supervision, family outreach, leadership, and professional learning, Bostonia Global made significant progress in several key school climate indicators while also identifying areas requiring continued attention.

One of the most notable successes during the year was the continued reduction in student suspensions. According to the California Accountability Dashboard, Bostonia Global achieved a Blue performance level on the Suspension Indicator, with the overall suspension rate decreasing to 2.4%. Every student subgroup demonstrated improvement, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, White students, and students identifying as Two or More Races. Several groups improved from Red and Orange performance levels to Green or Blue, demonstrating the positive impact of restorative practices, proactive behavior supports, increased campus supervision, counseling services, and relationship-centered interventions.

Student survey data also reflected meaningful improvements in perceptions of safety and adult-student relationships. At both Broadway and Emerald campuses, students reported increased feelings of safety and significantly stronger perceptions that adults treat them with respect. Broadway students reporting that adults treat them with respect increased to 88%, while Emerald students increased to 77%. Similarly,

students reporting that they feel safe at school increased to 65% at Broadway and 63% at Emerald. These results suggest that schoolwide efforts focused on relationship-building, supervision, counseling supports, and positive school culture are having a positive impact on student experiences.

Family engagement remained a significant strength throughout the year. Parent survey results demonstrated high levels of trust, satisfaction, and engagement across both campuses. More than 88% of Broadway parents and nearly 79% of Emerald parents reported being fully engaged with their child's school. Additionally, over 92% of Broadway parents and more than 80% of Emerald parents reported feeling proud to be part of their school community. Schools continued to maintain active School Site Councils, advisory groups, and family engagement opportunities, while 85% of newcomer families participated in Newcomer Welcome meetings designed to support successful school integration.

Despite these successes, chronic absenteeism remained a significant challenge. The California Accountability Dashboard Chronic Absenteeism Indicator remained Yellow overall, with the chronic absenteeism rate increasing from 21.9% to 23.3%. Students with Disabilities, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Long-Term English Learners experienced the highest rates of chronic absenteeism, with several subgroup indicators declining to Red performance levels. While Average Daily Attendance remained relatively stable across grade spans, these data indicate the need for more intensive attendance interventions, stronger family partnerships, and targeted supports for students experiencing barriers to regular attendance.

Student perception data also identified opportunities to strengthen school connectedness and belonging. Although relationships with adults improved substantially, student responses related to belonging, peer respect, and school cleanliness declined, particularly at the Emerald campus. Only 48% of Emerald students reported feeling a sense of belonging at school, representing a significant decline from the previous year. These findings suggest that future efforts should focus not only on maintaining safe environments and positive adult relationships, but also on strengthening peer culture, student voice, student leadership opportunities, and overall connectedness to the school community.

Overall, implementation of Goal 2 actions closely aligned with planned services. Bostonia Global successfully maintained high levels of support for students and families, demonstrated substantial progress in reducing suspensions and improving perceptions of safety, and continued fostering strong family engagement. At the same time, attendance, belonging, and school climate indicators identified important areas for continued improvement and will help inform future refinements to Goal 2 actions and services.

Goal 2, Action 2.1: Community Liaison

The Community Liaison continued to strengthen family-school partnerships through multilingual communication, family outreach, resource coordination, and engagement opportunities. This role was particularly impactful in supporting newcomer families and increasing participation in school events, conferences, advisory groups, and LCAP engagement opportunities. During the year, 85% of newcomer families participated in Newcomer Welcome meetings, and schools continued to maintain strong participation in School Site Council, English Learner Advisory Council, and other family leadership opportunities. Continued efforts will focus on strengthening engagement among historically underrepresented families and increasing participation among families of students experiencing chronic absenteeism.

Goal 2, Action 2.2: Co-Principal at K-6

The Co-Principal position provided dedicated instructional and operational leadership for the K-6 program. This role supported implementation of school climate initiatives, student support systems, family engagement efforts, and instructional improvement. Dedicated site leadership contributed to increased responsiveness to student and family needs and helped maintain a safe and supportive learning environment at the elementary level.

Goal 2, Action 2.3: Assistant Principal at 7-12

The Assistant Principal position played a critical role in supporting school climate, student behavior, attendance interventions, supervision, and family communication at the secondary level. Through proactive behavior support systems, restorative practices, and timely follow-up with students and families, the Assistant Principal helped contribute to significant reductions in suspension rates and improved perceptions of safety among students. This role remains essential to supporting the social-emotional and behavioral needs of secondary students.

Goal 2, Action 2.4: Facilities Maintenance for a Safe and Well-Kept Environment

Bostonia Global continued investing in facility maintenance, repairs, and campus improvements to provide safe and functional learning environments for students and staff. All campuses successfully maintained a rating of Good or higher on the annual Facilities Inspection Tool (FIT). While facility inspections remained strong, student survey results indicated declining perceptions regarding campus cleanliness at both Broadway and Emerald. These findings will inform future efforts to improve student awareness of facility improvements, increase campus beautification efforts, and strengthen site cleanliness systems.

Goal 2, Action 2.5: Campus Aides – Classified Supervision

Campus Aides provided critical supervision during lunch, passing periods, arrival, dismissal, and other unstructured times throughout the school day. Their consistent presence contributed to positive student interactions, increased adult visibility, and improved supervision across campuses. These efforts supported the overall reduction in suspension rates and contributed to improved student perceptions of safety.

Goal 2, Action 2.6: Campus Safety Team

The Campus Safety Team worked proactively to monitor behavior trends, coordinate interventions, support restorative practices, and collaborate with students and families. These efforts contributed to significant improvements in suspension outcomes, with Bostonia Global achieving a Blue performance level on the California Dashboard Suspension Indicator. All student subgroups demonstrated reductions in suspension rates, reflecting the effectiveness of schoolwide behavior support systems and proactive intervention practices.

Goal 2, Action 2.7: Instructional Coaching

Instructional Coaches supported teachers through coaching cycles, classroom observations, professional learning, and implementation of inclusive instructional practices. Coaching focused on classroom culture, student engagement, differentiated instruction, and proactive behavior supports. These efforts helped strengthen positive learning environments and support students academically and socially.

Goal 2, Action 2.8: Learning Loss Intervention Teachers

Intervention teachers provided targeted academic support through small-group instruction, push-in services, and data-informed intervention cycles. These supports were particularly important for students requiring additional academic assistance and helped ensure that students remained engaged and connected to school. Continued refinement of intervention scheduling and coordination will help maximize student access to services.

Goal 2, Action 2.9: Counseling Services

Counseling services remained a critical component of Bostonia Global's student support system. Counselors provided social-emotional learning, individual and group counseling, crisis intervention, conflict resolution, attendance support, and postsecondary planning services. Counseling staff also partnered with families and school teams to address barriers to attendance and student engagement. Chronic absenteeism trends indicate a continued need for expanded attendance interventions and student wellness supports moving forward.

Goal 2, Action 2.10: Guidance Tech Counseling Support

Guidance Technicians supported counseling operations by coordinating student records, attendance monitoring, counseling referrals, and communication with families. Their work allowed counselors to spend more time delivering direct services to students while supporting schoolwide attendance intervention efforts. Given ongoing attendance challenges among several student groups, this role remains essential to early identification and intervention processes.

Goal 2, Action 2.11: District-Provided Support Services – Psychological and Health

Cajon Valley Union School District continued providing psychological services, nursing support, health screenings, and specialized student services. These supports were particularly important for Students with Disabilities and students with significant health or social-emotional needs. Collaboration between district specialists and site teams helped ensure students received timely services and interventions aligned to their individual needs.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff

Bostonia Global continued efforts to recruit, support, and retain highly qualified certificated and classified staff. Recruitment strategies included partnerships with universities, targeted outreach, and participation in hiring events. Retention efforts focused on professional learning, collaboration opportunities, leadership development, recognition programs, and support for employee wellness. Maintaining highly qualified staff remains foundational to creating safe, supportive, and engaging learning environments for students and families.

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.

Two material variances were identified between budgeted and actual expenditures for Goal 2 during the 2025-26 school year.

Goal 2, Action 2.12: Recruit and Maintain High Quality Staff

Bostonia Global budgeted \$37,282 to support recruitment, induction, and retention efforts for certificated staff. Actual expenditures totaled \$22,105, resulting in a variance of \$15,177. This variance occurred because fewer teachers than anticipated participated in the Beginning Teacher Support and Assessment (BTSA)/Induction program during the school year. While expenditures were lower than projected, the action was implemented as intended and staffing supports remained available to eligible employees.

Goal 2, Action 2.13: High School Athletics

Actual expenditures for High School Athletics differed from the original budget projection due to adjustments in athletic programming, participation levels, coaching costs, transportation, equipment purchases, and operational needs throughout the school year. Despite the expenditure variance, athletic opportunities were successfully provided to students and continued to support school connectedness, student engagement, leadership development, and positive school culture outcomes.

No other material variances were identified for Goal 2. All remaining actions were implemented substantially as planned and expenditures aligned closely with budgeted amounts.

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

Goal 2, Action 2.1: Community Liaison

The Community Liaison position was highly effective in strengthening family engagement and communication. Family survey data demonstrated strong parent satisfaction and engagement, with 88.8% of Broadway parents and 78.6% of Emerald parents reporting they were fully engaged with their child's school. Additionally, 85% of newcomer families participated in Newcomer Welcome meetings, demonstrating successful outreach to families requiring additional support. The role was particularly effective in supporting multilingual communication, increasing participation in advisory groups, and strengthening partnerships between families and school staff.

Goal 2, Action 2.2: Co-Principal at K–6

The Co-Principal position was effective in providing dedicated leadership, instructional oversight, and student support at the K–6 level. The position increased leadership visibility, supported timely responses to student and family concerns, and contributed to positive school climate outcomes. Student survey results at Broadway reflected improvements in feelings of safety and perceptions that adults treat students with respect, suggesting that site leadership structures contributed positively to overall school climate.

Goal 2, Action 2.3: Assistant Principal at 7–12

The Assistant Principal position was highly effective in supporting school climate, student behavior, attendance interventions, and student support systems at the secondary level. Through implementation of restorative practices, behavior interventions, and student support structures, Bostonia Global achieved significant reductions in suspension rates across all student groups. Students at Emerald also reported an 18 percentage point increase in feelings of safety, indicating positive impacts on campus climate and supervision.

Goal 2, Action 2.4: Facilities Maintenance for Safe and Well-Kept Environments

Facilities maintenance efforts were effective in maintaining safe and functional campuses. All sites received ratings of Good or higher on the annual Facilities Inspection Tool (FIT), demonstrating that facilities remained safe and operational. However, student survey data revealed declining perceptions related to school cleanliness across both campuses. While facility conditions remained strong according to formal inspections, additional efforts are needed to improve student perceptions regarding campus appearance and cleanliness.

Goal 2, Action 2.5: Campus Aides – Classified Supervision

Campus aides were effective in increasing adult presence during lunch, passing periods, arrival, and dismissal. Their visibility contributed to improved supervision, stronger student-adult relationships, and overall campus safety. The reduction in suspension rates and increases in student perceptions of safety suggest that consistent supervision and relationship-building efforts positively impacted school climate.

Goal 2, Action 2.6: Campus Safety Team

The Campus Safety Team was highly effective in supporting behavior interventions, restorative practices, and student accountability systems. The team's efforts contributed to Bostonia Global earning a Blue performance level on the California Dashboard Suspension Indicator and achieving reductions in suspension rates across every student subgroup. Continued investment in preventative and restorative approaches remains a critical component of maintaining these gains.

Goal 2, Action 2.7: Instructional Coaching

Instructional coaching was effective in supporting positive classroom environments, inclusive instructional practices, and proactive classroom management strategies. Coaching supported teachers in creating engaging and supportive learning environments that contributed to improved student experiences and stronger relationships between students and staff. Continued coaching remains important for sustaining positive classroom culture and instructional quality.

Goal 2, Action 2.8: Learning Loss Intervention Teachers

Intervention teachers were effective in providing targeted academic supports designed to increase student engagement and academic success. These supports helped students access additional instruction and intervention services. While intervention systems remained effective, continued coordination between intervention, attendance, and counseling supports will be important as the school addresses chronic absenteeism challenges among several student groups.

Goal 2, Action 2.9: Counseling Services

Counseling services were highly effective in supporting student wellness, social-emotional learning, conflict resolution, attendance interventions, and academic planning. Counselors played an important role in supporting students experiencing behavioral, social-emotional, and attendance challenges. Although suspension outcomes improved significantly, chronic absenteeism rates increased among several student groups, indicating a continued need for counseling supports focused on attendance, belonging, and student engagement.

Goal 2, Action 2.10: Guidance Tech Counseling Support

The Guidance Technician role was effective in supporting counseling operations, attendance monitoring, student scheduling, and communication with families. By managing administrative functions and student data systems, Guidance Technicians increased the efficiency of counseling services and supported attendance intervention efforts. This role remains essential as the school continues addressing chronic absenteeism among targeted student populations.

Goal 2, Action 2.11: District-Provided Support Services – Psychological and Health

District-provided psychological, health, and specialized support services were effective in ensuring students received timely assessments, interventions, health services, and special education supports. These services were particularly important for Students with Disabilities, who continue to require targeted support due to elevated chronic absenteeism rates. Collaboration between district specialists and site staff strengthened the school's ability to meet diverse student needs.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff

Efforts to recruit, support, and retain highly qualified staff were effective in maintaining continuity of services and supporting implementation of Bostonia Global's learner-centered model. Stable staffing allowed the school to sustain counseling services, behavior supports, family engagement efforts, and instructional programs that contributed to improvements in school climate and suspension outcomes. Continued focus on employee support, onboarding, and retention remains essential to long-term success.

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.

Based on analysis of 2025-26 implementation and outcome data, Bostonia Global will maintain the overall structure of Goal 2 while refining several actions and metrics to address chronic absenteeism, student belonging, school climate, and family engagement. While suspension outcomes, family engagement, and perceptions of adult respect demonstrated significant improvement, attendance and student connectedness data indicate a need for additional targeted supports.

Goal 2, Action 2.1: Community Liaison

The Community Liaison role will continue with an expanded focus on attendance outreach, family engagement, and support for students experiencing chronic absenteeism. Additional outreach efforts will be implemented for families of English Learners, Long-Term English Learners, Students with Disabilities, and other student groups demonstrating elevated absenteeism rates. The liaison will also continue supporting newcomer families and strengthening participation in school leadership and engagement opportunities.

Goal 2, Action 2.2: Co-Principal at K–6

No significant changes are planned for this action. The Co-Principal structure will continue to provide dedicated leadership, instructional support, and student services at the elementary level. Ongoing efforts will focus on maintaining positive school climate outcomes and supporting attendance improvement initiatives.

Goal 2, Action 2.3: Assistant Principal at 7–12

The Assistant Principal will continue leading secondary school climate, attendance, supervision, and behavior support efforts. Additional emphasis will be placed on strengthening student belonging, increasing student voice opportunities, and supporting attendance interventions, particularly for students demonstrating patterns of chronic absenteeism.

Goal 2, Action 2.4: Facilities Maintenance

Based on student survey results indicating declines in perceptions of school cleanliness, Bostonia Global will increase focus on campus appearance, cleanliness, and student ownership of learning environments. Additional campus beautification efforts, student feedback opportunities, and routine monitoring processes will be implemented to improve student perceptions while maintaining strong facility inspection outcomes.

Goal 2, Action 2.5: Campus Aides – Classified Supervision

Campus aides will continue providing supervision and relationship-building support throughout the school day. Additional training in restorative practices, student engagement strategies, and positive behavior supports will be provided to further strengthen campus climate and student connectedness.

Goal 2, Action 2.6: Campus Safety Team

Given the significant reduction in suspension rates and improvement to a Blue Dashboard rating, Bostonia Global will continue implementing restorative practices, proactive behavior interventions, and student support systems. The Campus Safety Team will maintain a focus on prevention, relationship-building, and early intervention to sustain positive outcomes.

Goal 2, Action 2.7: Instructional Coaching

Instructional coaching will continue supporting positive classroom culture, student engagement, and inclusive instructional practices. Coaches will place additional emphasis on instructional strategies that strengthen student voice, belonging, and engagement within classroom environments.

Goal 2, Action 2.8: Learning Loss Intervention Teachers

Intervention teachers will continue providing targeted academic support while increasing coordination with attendance and student support teams. Greater integration of intervention, counseling, and attendance monitoring systems will help ensure students receiving academic interventions remain engaged and connected to school.

Goal 2, Action 2.9: Counseling Services

Given increases in chronic absenteeism and declines in student belonging, counseling services will expand targeted supports related to attendance, social-emotional wellness, and student connectedness. Counselors will continue partnering with families, site leaders, and support staff to identify and address barriers impacting student engagement and attendance.

Goal 2, Action 2.10: Guidance Tech Counseling Support

The Guidance Technician role will continue supporting attendance monitoring, counseling referrals, family communication, and student support coordination. Additional emphasis will be placed on early identification of attendance concerns and coordination of intervention efforts for students at risk of chronic absenteeism.

Goal 2, Action 2.11: District-Provided Psychological and Health Services

Bostonia Global will continue collaborating with district psychological, nursing, and health services to provide comprehensive supports for students with significant academic, behavioral, social-emotional, and health needs. Particular attention will be given to Students with Disabilities, who continue to demonstrate elevated chronic absenteeism rates.

Goal 2, Action 2.12: Recruit and Maintain High-Quality Staff

No major changes are planned for this action. Bostonia Global will continue recruiting, developing, and retaining highly qualified staff while strengthening onboarding, professional learning, collaboration opportunities, and employee support systems. Stable and highly effective staffing remains critical to maintaining safe, supportive, and engaging learning environments for students and families.

Additionally, Bostonia Global will refine several Goal 2 metrics to more closely monitor student belonging, school climate, attendance, and family engagement outcomes. Given the increases in chronic absenteeism and declines in student belonging, these indicators will receive increased attention during the 2026-27 school year to ensure resources and interventions remain aligned to student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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	\$122,337.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.2	Co-Principal at K-6	The Co-Principal at Bostonia Global's K-6 program is a dynamic leader dedicated to fostering an inclusive, supportive, and high-achieving educational environment. This role involves shared leadership responsibilities to ensure the effective management of the school, focusing on promoting academic excellence, enhancing social-emotional learning, and cultivating a positive school culture. Key responsibilities include collaborating with the co-principal, staff, and families to develop and implement school-wide initiatives, overseeing curriculum and instruction, supporting teacher development, and ensuring student safety and well-being. The Co-Principal works to build strong relationships with students, staff, and the community, driving continuous improvement and innovation in teaching and learning practices. Through strategic leadership and a commitment to student success, the Co-Principal helps create a thriving educational environment where every child can reach their full potential.	\$217,118.00	Yes
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	\$196,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$331,532.00	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	\$204,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school grounds, assisting with student supervision, and promoting positive behavior throughout the school day. Key responsibilities include supervising students during recess, lunch, and other non-instructional periods; assisting with traffic control during student drop-off and pick-up times; and providing support during school events and activities. Campus Aides work closely with teachers and administrators to address any student behavior issues, ensuring a safe and respectful atmosphere. By fostering positive relationships with students and maintaining a vigilant presence on campus, the Campus Aides help prevent conflicts and ensure that all students feel secure. Their dedication to safety and supervision contributes significantly to creating an environment where students can thrive academically and socially. The Campus Aides' commitment to excellence ensures that Bostonia Global remains a welcoming and secure place for learning and growth.		
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.	\$73,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Instructional Coaching	The Instructional Coaching team at Bostonia Global is dedicated to enhancing the quality of teaching and learning by providing personalized support and professional development to educators. This team plays a vital role in fostering a culture of continuous improvement and innovation in instructional practices. Key responsibilities include working one-on-one with teachers to develop effective instructional strategies, providing feedback through classroom observations, and facilitating professional learning communities. Instructional Coaches also assist in the implementation of curriculum, help analyze student data to inform instruction, and support teachers in integrating technology and differentiated instruction into their classrooms. By offering targeted coaching and mentoring, the Instructional Coaching team helps educators refine their skills, stay current with best practices, and address the diverse needs of their students. Their commitment to professional growth and excellence in teaching ensures that Bostonia Global provides a high-quality education for all students. The Instructional Coaching team's dedication contributes significantly to creating a collaborative and dynamic learning environment where both teachers and students can thrive	\$365,695.00	Yes
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.	\$397,415.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	\$763,278.00	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	\$279,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
		smoothly and efficiently, allowing counselors to focus on directly supporting students. Key responsibilities include managing student records, scheduling appointments, coordinating counseling activities, and maintaining accurate data on student progress and outcomes. The Guidance Tech Counseling Support team also assists in organizing counseling events, workshops, and group sessions, as well as handling communications between counselors, students, parents, and staff. By providing reliable and efficient support, the Guidance Tech Counseling Support team helps streamline counseling operations and improve the overall delivery of services. Their commitment to organizational excellence ensures that Bostonia Global's counseling programs are accessible, effective, and responsive to the needs of all students. The dedication and expertise of the Guidance Tech Counseling Support team contribute significantly to creating a supportive and well-organized environment that promotes student well-being and academic success.		
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	\$403,169.00	No

Action #	Title	Description	Total Funds	Contributing
		students, ensuring they receive the care and support necessary to thrive in a school environment. Their commitment to student health and well-being ensures that Bostonia Global remains a safe and nurturing community where every student can achieve their full potential. The dedication and expertise of the Psychological and Health Services team are essential to fostering a healthy and supportive school culture that prioritizes the holistic development of all students.		
2.12	Recruit and maintain high quality Staff	The Recruiting and Maintaining High-Quality Staff initiative at Bostonia Global is dedicated to attracting, developing, and retaining exceptional educators and support staff. This initiative plays a critical role in ensuring that the school provides a high-quality education and a supportive learning environment for all students. Key responsibilities include implementing effective recruitment strategies to attract talented and diverse candidates, providing comprehensive onboarding and professional development programs, and fostering a positive and inclusive workplace culture. The initiative also focuses on offering competitive compensation, career advancement opportunities, and ongoing support to retain high-quality staff members. 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.	\$22,008.00	No
2.13	High School Sports	Bostonia Global will continue to expand and support high school athletic opportunities as a critical component of student engagement, school connectedness, leadership development, and overall well-being. Participation in athletics provides students with opportunities to build healthy relationships, develop teamwork and leadership skills, strengthen	\$68,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school pride, and engage in meaningful experiences beyond the classroom. Athletic programs contribute to a positive school climate by increasing students' sense of belonging and connection to their school community. Participation in sports also supports the development of important transferable skills such as perseverance, communication, self-discipline, time management, goal setting, and resilience. These skills align closely with Bostonia Global's mission of preparing students to be happy, maintain healthy relationships, and succeed in college, career, and life. Funding associated with this action supports coaching, athletic supervision, league participation, equipment, uniforms, transportation, facilities, and student participation opportunities. By providing access to athletics, Bostonia Global seeks to increase student engagement, strengthen school culture, improve attendance, foster positive peer relationships, and create additional opportunities for students to develop confidence, leadership, and connection to the school community.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Bostonia Global remains committed to ensuring that all students develop the knowledge, skills, and competencies necessary to be successful in college, career, and life. As a competency-based, career-connected learning model, the school believes every student should have access to rigorous, standards-aligned instruction, high-quality learning experiences, multilingual learner supports, instructional technology, and targeted interventions designed to accelerate achievement and eliminate opportunity gaps. Analysis of California Dashboard indicators, CAASPP results, iReady diagnostic data, ELPAC outcomes, standards implementation measures, and educational partner feedback demonstrates both meaningful progress and continued areas of need that require focused investment and support.

English Language Arts remains a priority area for improvement. According to the most recent California Dashboard, Bostonia Global remained in the Orange performance category overall, with students performing 53.5 points below standard. While overall performance remains below state expectations, several student groups demonstrated growth. English Learners improved from 76.4 points below standard in 2023 to 38.8 points below standard in 2025, and Students with Disabilities improved from 119.4 points below standard to 115.8 points below standard. Current CAASPP results indicate that 43.2% of students met or exceeded standards in English Language Arts. However, significant achievement gaps persist. Only 8.37% of English Learners, 14.75% of Students with Disabilities, 18.24% of Foster Youth, and 24% of Homeless Youth met or exceeded standards. Socioeconomically Disadvantaged students achieved a proficiency rate of 33.24%, while Hispanic students achieved 34.02%.

Local literacy data further reinforces the need for continued instructional improvement. Current iReady Reading Diagnostic #2 results indicate that only 25% of students in grades K–8 and 16% of students in grades 9–12 are on track to make a typical year’s growth in reading. In grades K–8, only 25% of students are currently performing in Tier 1 while 30% remain in Tier 3. At the high school level, only 16% of students are performing at or above grade level while 67% remain in Tier 3. Students with Disabilities and English Learners continue to demonstrate the greatest needs, with substantial percentages of students performing two or more grade levels below expectation. These outcomes highlight the need to continue strengthening evidence-based literacy instruction, intervention systems, and supports for multilingual learners and struggling readers.

English Learner outcomes also demonstrate the need for continued investment in language acquisition and literacy supports. Current English Learner Progress Indicator data indicates that 34.3% of English Learners progressed at least one ELPAC level during the year. At the same

time, 14.1% maintained an ELPAC Level 4, representing significant growth from the 3.9% baseline. The percentage of Ever-English Learner students who have been Reclassified Fluent English Proficient increased from 41.4% to 43.2%. Despite these gains, Long-Term English Learner rates remain elevated and achievement gaps persist, reinforcing the need for continued implementation of integrated and designated English Language Development instruction, language supports, and targeted interventions.

Mathematics achievement remains one of the most significant academic challenges facing the school. According to the California Dashboard, students performed 101.2 points below standard overall, resulting in an Orange performance level. English Learners performed 145.9 points below standard and Students with Disabilities performed 151.9 points below standard, both remaining in the Red performance category. Hispanic students performed 99.9 points below standard, while Socioeconomically Disadvantaged students performed 112.8 points below standard. Current CAASPP Mathematics results indicate that only 23.98% of students met or exceeded standards, while more than half of all students did not meet standards.

Local mathematics growth data further demonstrates the need for intensified support. Current iReady Mathematics Diagnostic #2 data indicates that only 17% of students in grades K–8 and 12% of students in grades 9–12 are on track to make a typical year's growth in mathematics. At the elementary and middle school levels, only 17% of students are currently performing in Tier 1. At the high school level, only 12% of students are performing at or above grade level while 74% remain in Tier 3. While growth projections suggest many students are making progress, current performance levels indicate that accelerated learning opportunities, strengthened Tier 1 instruction, and targeted intervention systems remain critical priorities.

Implementation of California State Standards and access to high-quality instruction remain foundational strengths. Professional Learning Survey results indicate strong implementation of standards in Mathematics (3.94), World Language (3.70), English Language Arts (3.64), Career Technical Education (3.41), and Physical Education (3.31). Bostonia Global continues to ensure that 100% of students have access to standards-aligned instructional materials, appropriately assigned teachers, a broad course of study, and instructional technology through the school's one-to-one Chromebook program. Annual Williams monitoring confirmed that all facilities remained in good condition and that students maintained access to safe and supportive learning environments.

Educational partner feedback consistently reinforced the importance of maintaining rigorous academic expectations while increasing supports for literacy, mathematics, multilingual learners, and students performing below grade level. Families, staff, students, and community members identified academic achievement, intervention systems, English Learner success, instructional consistency, and access to high-quality learning experiences as key priorities for continued improvement. These priorities were further reinforced through analysis of California Dashboard outcomes, CAASPP performance, iReady diagnostic results, ELPAC outcomes, and local student achievement measures.

As a result, Bostonia Global has developed Goal 3 to ensure all students have access to standards-aligned curriculum, effective instruction, targeted intervention systems, multilingual learner supports, instructional technology, and continuous improvement processes designed to accelerate academic achievement. This goal reflects the school's commitment to improving literacy and mathematics outcomes, closing achievement gaps, strengthening language acquisition, and ensuring every student has access to the academic foundation necessary for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator: Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials)	Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	Based on a review with CVUSD Personnel Department: (Williams audit is scheduled again in the 26/27 school year. All teachers that are teaching X-Factors have submitted the committee on assignment form. We made adjustments in the 23/24 school year the the high school to ensure compliance with single subject credentials.	Based on a review with CVUSD Personnel Department: (Williams audit is scheduled again in the 26/27 school year. All teachers that are teaching X-Factors have submitted the committee on assignment form. We made adjustments in the 23/24 school year the the high school to ensure compliance with single subject credentials.	Maintain Baseline: Based on our Annual Williams Audit: There were no teacher misassignments including English Language Learners. There were no vacant teacher positions. There were no students without access to their own copy of standards-aligned instructional materials for use at school and at home.	The Annual Williams Audit found full compliance in teacher assignments, staffing, and instructional materials. All students had access to standards-aligned materials, and all teaching positions were appropriately staffed. The school maintained 100% compliance with no teacher misassignments, no teacher vacancies, and no shortages of instructional materials. Overall, the results demonstrate the school's commitment to providing students with qualified teachers and access to instructional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						resources-data remains the same.
3.2	Local Indicators: Implementation of State Academic Standards (Priority 2)	Baseline information will be collected through an annual Professional Learning Survey during the 24/25 school year. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.73 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.15 Implementation of Academic Standards in Mathematics Mean Score: 3.60 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21 Implementation of Academic Standards in History/Social Science Mean Score: 3.01 Implementation of Academic Standards in	Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.64 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.24 Implementation of Academic Standards in Mathematics Mean Score: 3.94 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.01 Implementation of Academic Standards in History/Social Science Mean Score: 2.92	"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: 3.64 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.24 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.94 Implementation of Academic Standards in Next Generation	Maintain at or above a 4.0 and or increase by 0.2. Implementation of Academic Standards in English Language Arts (ELA) Mean Score: 3.84 Implementation of Academic Standards in English Language Development (ELD) Mean Score: 3.42 Implementation of Academic Standards in Mathematics Mean Score: 4.14 Implementation of Academic Standards in Next Generation Science Standards Mean Score: 3.21 Implementation of Academic Standards in	Baseline survey results show varying levels of academic standards implementation across content areas, with the strongest implementation in Mathematics and ELA. Changes: Scores remain the same for Mathematics (3.94), ELA (3.64), and Career Technical Education (3.41) had the highest implementation ratings, while World Language (2.07) and Health Education (2.58) had the lowest.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Career Technical Education Mean Score: 3.65	Implementation of Academic Standards in Career Technical Education Mean Score: 3.41	Science Standards Mean Score: 3.01	History/Social Science Mean Score: 3.12	
		Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.54	Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.58	Implementation of Academic Standards in History/Social Science Mean Score: 2.92	Implementation of Academic Standards in Career Technical Education Mean Score: 3.61	
		Implementation of Academic Standards in Physical Education Content Standards Mean Score: 2.68	Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31	Implementation of Academic Standards in Career Technical Education Mean Score: 3.41	Implementation of Academic Standards in Health Education Content Standards Mean Score: 2.78	
		Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.10	Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19	Implementation of Academic Standards in Heath Education Content Standards Mean Score: 2.58	Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.51	
		Implementation of Academic Standards in World Language Mean Score: 3.65	Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19	Implementation of Academic Standards in Physical Education Content Standards Mean Score: 3.31	Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.39	
			Implementation of Academic Standards in World Language Mean Score: 2.07	Implementation of Academic Standards in Visual and Performing Arts Mean Score: 3.19	Implementation of Academic Standards in World Language Mean Score: 3.70	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Implementation of Academic Standards in World Language Mean Score: 2.07"		
3.3	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (LCFF 2)	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	100% of students receiving ELD instruction. 100% of students being enrolled in core classes. 100% of EL students being enrolled in core classes, guaranteeing access to all CCSS. 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	We will continue to maintain our baseline of 100% of students receiving ELD instruction. We will continue to maintain our baseline of 100% of students being enrolled in core classes. We will continue our baseline of 100% of EL students being enrolled in core classes. We will continue to maintain our baseline of 100% of unduplicated students and student with exceptional needs being enrolled in a broad course of study.	Enrollment data shows that all students, including English Learners, unduplicated students, and students with exceptional needs, had full access to core instruction and a broad course of study. Improvements/Changes: The school maintained 100% access to ELD instruction, core academic courses, and a broad course of study for all student groups, ensuring equitable access to the California Common Core State Standards. Summary Statement: Overall, the data demonstrates equitable access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						to educational opportunities, with 100% of students receiving required services and enrollment in courses aligned to the California Common Core State Standards and a comprehensive curriculum.
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	2025 dashboard will be released Nov 15 2025 2024 California Dashboard: All Students (Orange): 53.5 points below standard Performance Level Low Declined 12.7 points Red: English Learners: 38.8% Making Progress Maintained -0.8% Students with Disabilities 122.9 points below standard Declined 3.5 points Orange:	2025 dashboard will be released Oct 15 2025 California Dashboard: All Students (Orange): 53.5 points below standard Performance Level Low Declined 12.7 points Red: English Learners: 38.8% Making Progress Maintained -0.8% Students with Disabilities 122.9 points below standard Declined 3.5 points Orange:	2026 California Dashboard: Increase performance by 9 points from 2023 baseline.	Compared to the 2023 baseline, English Language Arts achievement remained in the Low performance level for All Students and most student groups. While several groups continued to perform below standard, Students with Disabilities showed improvement, whereas declines were observed among All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Hispanic 60.3 points below standard Declined 15.6 points Socioeconomically Disadvantaged: 62.6 points below standard Declined 8 points White 38 points below standard Declined 7.5 points	Hispanic 60.3 points below standard Declined 15.6 points Socioeconomically Disadvantaged: 62.6 points below standard Declined 8 points White 38 points below standard Declined 7.5 points		students, and White students. Improvements:/Changes: The greatest improvement was seen among Students with Disabilities, who increased 7.1 points from the prior dashboard and improved from 119.4 points below standard in 2023 to 115.8 points below standard in 2025. English Learners also showed improvement in their rate of decline, moving from a 17.1-point decline in 2023 to a 10.7-point decline in 2025, with 33.5% of English Learners making progress toward English proficiency. Summary Statement: Overall, ELA performance data indicates that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						achievement remains below standard across student groups when compared to the baseline. While Students with Disabilities demonstrated measurable growth and English Learners showed signs of progress, continued focus on literacy instruction and targeted supports will be needed to improve outcomes for all students.
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 %	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: 7-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more	Increase Tier 1 by 6% across all student groups.	Compared to baseline diagnostic data, current results for grades 7–12 show a decrease in the percentage of students on or above grade level, with Tier 1 performance declining from 30% to 18%. The majority of students are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% African American:	grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% African American:		currently performing in Tier 3, indicating they are two or more grade levels below standard across all student groups. Changes: The most notable change is the overall decline in Tier 1 performance (30% to 18%) and the corresponding increase in Tier 3 students (65% to 67%). Students with Disabilities show a decrease in Tier 1 performance (7% to 7% remains low) with a continued high percentage in Tier 3 (84%). English Learners remain the most impacted group, with only 1% in Tier 1 and 96% in Tier 3. Socioeconomically Disadvantaged students also show a slight decline in Tier 1 (17% to 16%) with a

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): 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% Tier 3 (two of more grade levels below): 64% Hispanic: Tier 1 (on or above grade level):18% Tier 2 (one grade level below): 14% Tier 3 (two of more grade levels below):68 %	Tier 1 (on or above grade level): 23% Tier 2 (one grade level below):30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level):13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level):17% Tier 2 (one grade level below): 16% Tier 3 (two of more	Tier 1 (on or above grade level): 23% Tier 2 (one grade level below):30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level):13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level):17% Tier 2 (one grade level below): 16% Tier 3 (two of more		majority in Tier 3 (69%). Summary: Overall, diagnostic data indicates a downward shift in grade-level readiness since the baseline, with a majority of students performing two or more grade levels below standard. English Learners and Students with Disabilities continue to demonstrate the highest levels of need. These results highlight a need for strengthened Tier 1 instruction, targeted intervention supports, and accelerated learning structures to improve student outcomes across all subgroups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			grade levels below):64 %	grade levels below):64 %		
3.7	iReady Diagnostic Growth (ELA) Typical Growth (One Year's Growth) Measure	As of Diagnostic 2 (Feb 2024), % of all students were "on track" to make "one year's growth. 45% of all students with disabilities are expected to reach "one year's growth" by diagnostic #3. 45% of English learners are expected to reach "one year's growth" by diagnostic #3. 46% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 66% of African American students are expected to reach "one year's growth" by diagnostic #3. % of American Indian students are expected to reach "one year's	Based on Diagnostic # 3 All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20% Demographics for students who reached one year's growth English learners 46% Socioeconomically Disadvantaged students 68% African American students 54% American Indian students 82% White students 64% Hispanic students 67% Foster students 69%	Based on Diagnostic # 3 All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20% Demographics for students who reached one year's growth English learners 46% Socioeconomically Disadvantaged students 68% African American students 54% American Indian students 82% White students 64% Hispanic students 67% Foster students 69%	Increase Tier 1 by 6% across all student groups.	Diagnostic #1 results show that 18% of all students in grades K–12 are on or above grade level, with 67% performing two or more grade levels below standard. Growth data indicates that a majority of student groups are on track to make at least one year's growth, with variation across subgroups. Changes: Students demonstrating one year's growth include American Indian students (100%), Asian students (89%), Students with Disabilities (64%), African American students (64%), English Learners (63%), Socioeconomically Disadvantaged

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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	Homeless students 69% Students with disabilities: 69% of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % 45% of English learners are expected to reach "one year's growth" by diagnostic #3. 46% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 66% of African	Homeless students 69% Students with disabilities: 69% of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % 45% of English learners are expected to reach "one year's growth" by diagnostic #3. 46% of Socioeconomically Disadvantaged students are expected to reach "one year's growth" by diagnostic #3. 66% of African		students (63%), Hispanic students (60%), and White students (58%). Compared to baseline expectations, several groups are meeting or exceeding projected growth targets, particularly American Indian and Asian students, while White students are below expected growth projections. Summary: Overall, while a majority of students are currently below grade level, growth data shows strong progress toward one year's academic growth across most student groups. These results suggest that, despite significant proficiency gaps, instructional supports are contributing to student growth,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	American students are expected to reach "one year's growth" by diagnostic #3. 50% of Asian 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.	American students are expected to reach ""one year's growth"" by diagnostic #3. 50% of Asian 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.		with continued focus needed to accelerate learning and increase the percentage of students performing at or above grade level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			% of Foster students are expected to reach "one year's growth" by diagnostic #3. % of Homeless students are expected to reach "one year's growth" by diagnostic #3. students with disabilities: Based on the iReady reading diagnostic given June 2023, 59 % of students with disabilities met typical growth for the 22/23 school year.	% of Foster students are expected to reach ""one year's growth"" by diagnostic #3. % of Homeless students are expected to reach ""one year's growth"" by diagnostic #3. students with disabilities: Based on the iReady reading diagnostic given June 2023, 59 % of students with disabilities met typical growth for the 22/23 school year.		
3.8	California Accountability Dashboard: CAASPP Assessments (Math)	Based on the 2023 Dashboard: All Students (Orange) 81.4 points below standard Maintained 14.3 points Red: English Learners:	Based on the 2024 Dashboard: All Students (Orange) 91.4 points below standard Declined 10 points Red: English Learners: 128.3 points below	Based on the 2024/2025 Dashboard: All Students (Red) 102.9 points below standard Declined 11.5 points Red: English Learners:	Based on the 2026 Dashboard: Increase performance by 9 points from 2023 baseline.	Compared to the 2022 baseline, 2024–25 California Dashboard results show an overall decline in performance for All Students, English Learners, Students with Disabilities,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		112.2 points below standard Declined 19 points Students with Disabilities 149.9 points below standard Declined 30.4 points Orange: Hispanic: 86.2 points below standard Declined 9.1 points Socioeconomically Disadvantaged: 89.5 points below standard Declined 10.7 point White 70.4 points below standard Increased 55.8 points	standard Declined 16.1 points Students with Disabilities 151.9 points below standard Maintained -2 points Orange: Hispanic: 94 points below standard Declined 8.8 points Socioeconomically Disadvantaged: 99.7 points below standard Declined 10.2 point White 88.4 points below standard Declined 14 points	145.9 points below Standard Hispanic: 99.9 points below standard Declined 4.9 points Socioeconomically Disadvantaged: 112.8 points below standard Declined 13.1 point White 101.6 points below standard Declined 17 points Orange: Declined 17.6 points Students with Disabilities 151.9 points below standard Maintained -2 points		Hispanic students, and Socioeconomically Disadvantaged students. Most student groups remain in the Red performance level and continue to perform significantly below standard. Changes: The most notable decline was seen in Students, dropping from 81.4 points below standard (Orange) to 102.9 points below standard (Red), a decline of 11.5 points. English Learners remain the lowest performing group at 145.9 points below standard, continuing a downward trend. Students with Disabilities also remain significantly below standard at 149.9 points below standard. Hispanic and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically Disadvantaged students both show continued declines, while White students showed improvement, moving from 101.6 points below standard to 70.4 points below standard. Summary: Overall, the data indicates achievement gaps and declining performance across most student groups compared to baseline. While White students show improvement, most other groups remain significantly below standard and in the Red performance level. These results highlight an urgent need for targeted instructional support, acceleration strategies, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						focused intervention to address persistent achievement gaps.
3.9						
3.10	iReady Diagnostic Results (Math)	Based on Diagnostic #2 Data given in February 2024, 26% of students are projected to be on or above grade level by the end of the year. All Students: K-8 Tier 1 (on or above grade level): 22% Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below): 36% Students with Disabilities: Tier 1 (on or above grade level): 8% Tier 2 (one grade level below): 33% Tier 3 (two of more grade levels below): 53% English Learners: Tier 1 (on or above grade level): 6% Tier 2 (one grade level below): 38%	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners:	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners:	Increase Tier 1 by 6% across all student groups.	Based on iReady Diagnostic #1 (2025–26 Math), 22% of K–8 students are on or above grade level, while 42% are one grade level below and 36% are two or more grade levels below. Overall, the data shows that the majority of students are currently performing below grade level, with Tier 2 and Tier 3 representing 78% of students. Changes: Compared to prior diagnostic expectations, Students with Disabilities show 8% at Tier 1 with 53% in Tier 3. English Learners show 6% at Tier 1

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): 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: 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 1 (on or above grade level) 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% African American: Tier 1 (on or above grade level): 23% Tier 2 (one grade level below): 30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level): 13 % Tier 2 (one grade level below): 42% Tier 3 (two of more	Tier 1 (on or above grade level) 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% African American: Tier 1 (on or above grade level): 23% Tier 2 (one grade level below): 30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level): 13 % Tier 2 (one grade level below): 42% Tier 3 (two of more		with 57% in Tier 3. Socioeconomically Disadvantaged students show 15% at Tier 1 and 43% in Tier 3. Across all student groups, Tier 2 remains consistently high (38%–45%), indicating many students are near grade level but not yet proficient. Summary: Overall, the data indicates that most students are performing below grade level in math, with a significant portion in Tier 2, suggesting they are close to proficiency but not yet meeting standards. English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students continue to show the highest levels of need. These

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): 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: 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%	grade levels below): 40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below): 64%	grade levels below): 40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below): 64%		results highlight a need for targeted Tier 1 instruction, strengthened intervention systems, and acceleration strategies to move students from approaching grade level to proficiency.

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): 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 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	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5%	Based on Diagnostic # 3 of students Final diagnostic at or above grade level by the end of the year. All Students: K-12 Tier 1 (on or above grade level): 4 % Tier 2 (one grade level below): 14 % Tier 3 (two of more grade levels below): 20 % Students with Disabilities: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% English Learners: Tier 1 (on or above grade level) 5%	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	Diagnostic #1 growth projections for K–12 Math indicate that 56% of students are on track to make at least one year's growth by the end of the year. This suggests that while many students are below grade level, a majority are demonstrating expected academic growth trajectories. Changes: Growth expectations vary across student groups, with White students projected at 67% on track for one year's growth, African American students at 57%, Socioeconomically Disadvantaged students at 51%, Asian students at 50%, Hispanic students at 47%, Students with Disabilities at 46%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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. 47% of Hispanic students are expected to reach "one year's growth" by diagnostic #3.	Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27 % African American: Tier 1 (on or above grade level): 23% Tier 2 (one grade level below): 30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level): 13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below):	Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27% Socioeconomically Disadvantaged: Tier 1 (on or above grade level): 5% Tier 2 (one grade level below): 17% Tier 3 (two of more grade levels below): 27 % African American: Tier 1 (on or above grade level): 23% Tier 2 (one grade level below): 30 % Tier 3 (two of more grade levels below): 46% Asian: Tier 1 (on or above grade level): 13 % Tier 2 (one grade level below): 42% Tier 3 (two of more grade levels below):		English Learners at 44%, and American Indian students with available data indicating strong projected growth. These results show relatively consistent growth expectations across most subgroups, with slightly lower projections for English Learners and Students with Disabilities. Summary: Overall, while proficiency levels remain below grade level for many students, growth data indicates that a majority of students are on track to make at least one year's academic growth in math. Continued focus on accelerating learning particularly for English Learners and Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below): 64%	40% White: Tier 1 (on or above grade level): 18% Tier 2 (one grade level below): 15% Tier 3 (two of more grade levels below): 62% Hispanic: Tier 1 (on or above grade level): 17% Tier 2 (one grade level below): 16% Tier 3 (two of more grade levels below): 64%		Disabilities will be important to translate growth into grade-level proficiency.
3.12	California Accountability Dashboard: English Learner Progress Indicator	Based on the 2023 California Dashboard, 35.7% of English Learners progressed as least one ELPI Level. It declined 16.1% from the previous year. 3.9% of English Learners maintained an ELPI level of 4.	Based on the 2024 California Dashboard, 35.7% of English Learners progressed as least one ELPI Level. It declined 16.1% from the previous year. 3.9% of English Learners	34.3% of English Learners progressed as least one ELPI Level. It declined 14.1% from the previous year. 2.8% 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.	Compared to the 2023 baseline, English Learner progress on the 2024–25 California Dashboard shows a decline in the percentage of students progressing at least one ELPI level, decreasing from 35.7% to 22.9%. While a small portion of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			maintained an ELPI level of 4.			English Learners maintained their ELPI level, overall progress rates remain significantly lower than the baseline year. Changes: The most notable change is the decrease in English Learners progressing at least one ELPI level (down 12.8 percentage points from 35.7% to 22.9%). The percentage of students maintaining ELPI levels also remains very low at 0.17% in the most recent data compared to 3.9% in the baseline year, indicating reduced sustained progress over time. Summary: Overall, the data reflects a decline in English Learner language progression compared to the 2023 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Fewer students are advancing at least one ELPI level, and few are maintaining proficiency levels over time. These results highlight a need for strengthened English Language Development instruction and targeted supports to increase both language growth and proficiency retention.
3.13	DataQuest: English Learner Data (# and % of English Learners Reclassified, # of Long Term English Learners (LTEL), % of English Learners that are LTELs	Based on 2022/2023 Data Quest, there were 521 English Learners in Bostonia Global, making up 47% of the student population. 41.4% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	Based on 2024/2025 Data Quest, there were 521 English Learners in Bostonia Global, making up 49% of the student population. 43.2% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	"Based on 2024/2025 Data Quest, there were 521 English Learners in Bostonia Global, making up 49% of the student population. 43.2% of Ever-EL students are Reclassified Fluent English Proficient (RFEP)."	Decrease LTEL percent by 2%. Increase % Reclassified Fluent English Proficient (RFEP) within the Ever-ELs population by 6%. 27.8% of Ever-EL students are Reclassified Fluent English Proficient (RFEP).	Total English Learners: No change in number — both years report 521 English Learners. Percentage of Student Population: Increased from 47% to 49% ? a 2% increase in English Learners as a share of total enrollment. Reclassification Rate (RFEP): Increased from 41.4% to 43.2% ?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						a 1.8% increase in the percentage of Ever-EL students reclassified as Fluent English Proficient.
3.14	Course Access/Student access and enrollment in all required areas of study as measured by daily schedule/master schedules. (Priority 2)	100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes guaranteeing access to all CCSS. 100% receive the required minutes for Physical Education 100% of 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.	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.	Maintain Baseline: 100% of EL students receive ELD instruction 100% students are enrolled in core classes. 100% of EL students are enrolled in core classes 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.	Compared to the baseline, the school has maintained full implementation of required access and enrollment indicators. All English Learners, unduplicated students, and students with exceptional needs continue to receive ELD instruction, core academic placement, required Physical Education minutes, and access to a broad course of study aligned to CCSS. Changes: There are no changes from baseline data, as all indicators remain at 100% implementation across EL instruction, core

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						class enrollment, PE minutes, and access to a broad course of study for unduplicated students and students with exceptional needs. Summary: Overall, the data demonstrates consistent full compliance and sustained equity in access to instruction and services. All student groups continue to receive required instructional minutes and course access, ensuring alignment with state standards and equitable educational opportunities.
3.15	Student Chromebook Distribution	100% of K-12 students receive a Chromebook to use at school and at home.	100% of K-12 students receive a Chromebook to use at school and at home.	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.	The school maintains full access to technology for all students, with 100% of K-12 students receiving a Chromebook for

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						use both at school and at home. Changes: There are no changes from baseline reported. Summary: Overall, the data reflects consistent access to technology for all K–12 students, ensuring students have the devices needed to support learning in both school and home environments.

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, Bostonia Global continued implementation of Goal 3 by ensuring all students had access to standards-aligned curriculum, high-quality instruction, and the academic supports necessary to make progress toward grade-level standards. The school maintained a strong focus on equitable access, implementation of state standards, multilingual learner supports, data-informed instruction, and continuous improvement of teaching and learning systems.

Implementation of Goal 3 actions remained closely aligned to the original plan. Bostonia Global maintained full compliance with Williams requirements, ensuring all students had access to standards-aligned instructional materials, appropriately assigned teachers, and safe learning environments. All students, including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, continued to receive access to a broad course of study aligned with California State Standards. Additionally, 100% of English Learners received designated and integrated ELD instruction, and all students maintained access to instructional technology through the school's one-to-one Chromebook program.

Professional learning and instructional support structures continued to strengthen implementation of state standards across grade levels. Staff survey data indicated that implementation of standards remained strongest in Mathematics (3.94), English Language Arts (3.64), Career

Technical Education (3.41), and World Language (3.70). While implementation ratings remained relatively stable overall, the data suggests opportunities for continued growth in Health Education, Physical Education, and History/Social Science. Professional learning, coaching, and collaborative planning structures helped maintain instructional consistency and supported teachers in delivering rigorous, standards-based learning experiences.

Bostonia Global also continued investing in academic interventions, instructional technology, and data systems to support student learning. Software platforms, instructional supplies, assessment systems, and student data tools provided teachers with timely information to monitor progress and adjust instruction. The English Language Development Assistant continued to provide targeted support for multilingual learners, contributing to strong English Learner outcomes, including an increase in Reclassified Fluent English Proficient (RFEP) students from 41.4% to 43.2%.

Academic outcome data demonstrated both areas of progress and areas requiring continued attention. On the California Dashboard ELA Academic Indicator, English Learners improved from 76.4 points below standard in 2023 to 38.8 points below standard in 2025, representing substantial growth. Students with Disabilities also improved from 119.4 points below standard to 115.8 points below standard during the same period. Additionally, the percentage of English Learners progressing at least one ELPAC level increased from 35.7% to 34.3%, while the percentage of English Learners maintaining an ELPAC Level 4 increased from 3.9% to 14.1%. Reclassification rates also improved, demonstrating positive outcomes for multilingual learners.

At the same time, local diagnostic data identified ongoing academic challenges. iReady Reading and Mathematics results indicate that a majority of students continue to perform below grade level, with large percentages of students remaining in Tier 3 performance bands. Reading data showed 20% of students performing at or above grade level, while mathematics data showed 20% of students performing at or above grade level. Growth measures demonstrated that many students made academic progress during the year; however, the overall level of performance indicates a continued need for targeted intervention, acceleration, and Tier 1 instructional improvement.

Overall, Bostonia Global successfully implemented the planned Goal 3 actions and maintained strong systems for standards implementation, access to curriculum, technology integration, multilingual learner supports, and instructional improvement. Key successes included continued compliance with Williams requirements, improved English Learner outcomes, stable implementation of state standards, and universal access to instructional materials and technology. Challenges remain in accelerating academic achievement and increasing the percentage of students performing at or above grade level in both English Language Arts and Mathematics. These results reinforce the importance of continuing investments in instructional quality, intervention systems, data-driven decision making, and supports for multilingual learners and other student groups.

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

Goal 3, Action 3.1: Supplemental Instructional Supplies

Bostonia Global budgeted \$111,969 for supplemental instructional supplies and expended \$159,327, resulting in a variance of \$47,358 (42.3%). The increase was driven by higher-than-anticipated needs for instructional materials, athletic program supplies, classroom resources, and computer equipment purchases. As the school expanded academic programming and increased access to student supports,

additional supplies were required to ensure students had access to standards-aligned learning materials and technology. These expenditures directly supported instructional delivery and student access to learning resources across grade levels.

Goal 3, Action 3.3: English Language Development Assistant

Bostonia Global budgeted \$104,234 for the English Language Development Assistant position and expended \$126,183, resulting in a variance of \$21,949 (21.1%). During the school year, an additional 0.75 FTE English Language Development Assistant was added to provide increased support for multilingual learners. The additional staffing was necessary to address student needs, strengthen designated and integrated ELD services, and provide targeted language development support for English Learners, including newcomers and Long-Term English Learners.

Goal 3, Action 3.4: Computer Software and Subscriptions

Bostonia Global budgeted \$177,644 for software subscriptions and instructional technology platforms and expended \$255,809, resulting in a variance of \$78,165 (44.0%). The increase was primarily attributable to additional expenditures associated with the Headrush Learning platform (\$45,000) and a One Stone partnership amendment supporting expanded TK–4 implementation (\$25,000). These investments strengthened the school's competency-based learning systems, student progress monitoring, personalized learning infrastructure, and project-based learning implementation.

Goal 3, Action 3.5: Student Data Technician

Bostonia Global budgeted \$72,154 for the Student Data Technician position and expended \$54,713, resulting in a variance of (\$17,441) (-24.2%). Actual expenditures were lower than anticipated due primarily to employee benefit selections that were less costly than originally projected during budget development. The position was fully implemented as planned, and there was no reduction in services provided to students or staff.

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

The actions associated with Goal 3 were effective in maintaining equitable access to standards-aligned curriculum, instructional materials, technology, and high-quality instruction while supporting implementation of California State Standards across all grade levels. Bostonia Global successfully implemented all planned actions and maintained strong systems for instructional delivery, multilingual learner support, academic intervention, and continuous improvement.

Action 3.1: Supplemental Instructional Supplies

Supplemental instructional supplies were effective in ensuring students and teachers had access to the materials necessary to support standards-based instruction, project-based learning, intervention programs, and classroom learning experiences. Additional investments in instructional materials, athletics supplies, and technology resources expanded access to learning opportunities and supported implementation of the school's academic program.

Action 3.2: Consultant Contracts

Consultant partnerships provided valuable support in the areas of instructional design, project-based learning, standards implementation, and professional learning. These partnerships strengthened teacher capacity and contributed to continued implementation of learner-centered instructional practices. Staff benefited from specialized expertise that supported instructional planning and continuous improvement efforts.

Action 3.3: English Language Development Assistant

The English Language Development Assistant was highly effective in supporting multilingual learners through designated and integrated ELD instruction, language development supports, and monitoring of student progress. English Learner outcomes demonstrated positive results, including an increase in Reclassified Fluent English Proficient (RFEP) students from 41.4% to 43.2% and an increase in English Learners maintaining an ELPAC Level 4 from 3.9% to 14.1%. Additionally, English Learners improved from 76.4 points below standard in ELA in 2023 to 38.8 points below standard in 2025 on the California Dashboard Academic Indicator.

Action 3.4: Computer Software and Subscriptions

Instructional software and assessment platforms were highly effective in supporting personalized learning, intervention, progress monitoring, and data-informed instruction. Programs such as iReady and other digital learning platforms provided students with differentiated learning opportunities while giving teachers timely data to guide instructional decisions. These tools remain an essential component of Bostonia Global's academic support system.

Action 3.5: Student Data Technician

The Student Data Technician effectively supported student information systems, assessment reporting, state and local data collection, and instructional decision-making processes. Accurate and timely data allowed teachers, administrators, and support staff to monitor student progress, identify learning needs, and implement targeted interventions. This role was critical in supporting continuous improvement and accountability efforts.

Action 3.6: Program Facilitator

The Program Facilitator effectively supported instructional implementation, teacher collaboration, curriculum development, and standards alignment across grade levels. Through coaching, planning support, and coordination of instructional initiatives, the position helped maintain consistency in implementation of Bostonia Global's learner-centered instructional model.

Action 3.7: Project-Based Learning Coordinator

The Project-Based Learning Coordinator continued to support implementation of high-quality project-based learning experiences across the school. The position helped teachers design authentic learning experiences connected to state standards, student interests, and real-world applications. These efforts strengthened student engagement and supported implementation of Bostonia Global's educational model.

Action 3.8–3.15: Academic Achievement, English Learner Supports, Course Access, Technology, and Intervention Systems

The combination of standards implementation efforts, instructional supports, multilingual learner services, intervention systems, instructional technology, and universal access to curriculum resulted in positive outcomes across several indicators. Bostonia Global maintained full Williams compliance, ensured 100% of English Learners received ELD instruction, provided universal access to Chromebooks, and maintained broad access to required courses and instructional programs. Staff survey results indicated stable implementation of California State Standards, particularly in Mathematics, English Language Arts, Career Technical Education, and World Language programs.

While academic performance data demonstrated growth among several student groups, particularly English Learners and Students with Disabilities, local diagnostic data indicates that many students continue to perform below grade-level expectations in both English Language Arts and Mathematics. Although students demonstrated growth during the year, increasing the percentage of students performing at or above grade level remains an area of focus.

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

Goal 3, Action 3.1: Supplemental Instructional Supplies

Reflection on 2025-26 implementation demonstrated the importance of maintaining access to high-quality instructional materials while strategically aligning resources to identified student needs. As Bostonia Global continues to focus on literacy, mathematics, and intervention efforts, instructional supply purchases will be increasingly aligned to structured literacy practices, mathematics acceleration, multilingual learner supports, and intervention programs. Site teams will continue reviewing student achievement data to prioritize instructional materials that directly support academic growth and equitable access to grade-level content.

Goal 3, Action 3.2: Consultant Contracts

Analysis of student achievement and instructional implementation data reinforced the value of consultant partnerships that provide targeted support in literacy, mathematics, project-based learning, multilingual learner instruction, and continuous improvement practices. For 2026-27, Bostonia Global will prioritize longer-term partnerships that include implementation support, coaching, and follow-up cycles to increase sustainability and instructional impact. Consultant services will continue to align with identified areas of need, particularly academic acceleration and standards implementation.

Goal 3, Action 3.3: English Language Development Assistant

English Learner data demonstrated continued growth in reclassification rates and improvements across multiple English learner indicators. In response, Bostonia Global will continue investing in targeted English learner supports while increasing emphasis on long-term English Learners and students requiring additional language development. The ELD Assistant will continue supporting designated and integrated ELD instruction while strengthening collaboration with classroom teachers to increase language development opportunities across all content areas.

Goal 3, Action 3.4: Computer Software and Subscriptions

Software platforms and digital learning tools continue to be an important component of Bostonia Global's instructional program. Data from iReady, assessment systems, and other instructional platforms provided valuable information for monitoring student progress and informing instructional decisions. For 2026-27, the school will continue to refine implementation expectations and strengthen staff capacity to utilize data from instructional software to support intervention, acceleration, and personalized learning pathways.

Goal 3, Action 3.5: Student Data Technician

The Student Data Technician played a critical role in supporting assessment administration, state reporting, progress monitoring, and instructional decision making. Reflection on implementation highlighted the importance of timely access to student performance data. Moving forward, the position will continue supporting teachers, administrators, and intervention teams through improved data reporting systems and expanded support for data-informed instructional planning and continuous improvement efforts.

Goal 3, Action 3.6: Program Facilitator TK-6

Local assessment data indicates that significant numbers of students continue to perform below grade-level expectations in literacy and mathematics. As a result, the Program Facilitator will continue focusing on strengthening Tier 1 instruction, foundational literacy practices, intervention planning, and instructional coherence across grade levels. Coaching cycles will increasingly emphasize evidence-based instructional practices and the implementation of structured supports designed to accelerate student achievement.

Goal 3, Action 3.7: Project-Based Learning Coordinator K-12

Project-based learning remains a core component of Bostonia Global's instructional model and continues to support student engagement, relevance, and application of academic content. Based on staff feedback and implementation data, the Project-Based Learning Coordinator will continue strengthening systems that support rigorous project design, standards alignment, and high-quality exhibitions of learning. Additional emphasis will be placed on ensuring projects maintain strong academic rigor while supporting literacy, mathematics, and career-connected learning outcomes.

Overall Goal 3 Revisions

Based on analysis of 2025-26 implementation and outcome data, Bostonia Global will maintain the overall structure of Goal 3 while refining strategies focused on literacy acceleration, mathematics achievement, multilingual learner success, intervention systems, and standards-based instruction. While implementation of state standards, access to instructional materials, technology access, and English Learner outcomes remained strong, local assessment data demonstrates a continued need to increase the percentage of students performing at or above grade level. As a result, future actions will place greater emphasis on strengthening Tier 1 instruction, targeted intervention supports, data-informed decision making, and instructional coherence across all grade levels.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Supplemental Instructional Supplies	Supplemental Instructional Supplies at Bostonia Global are essential resources aimed at enhancing the learning experiences of all students. These supplies include a wide range of materials and tools designed to support diverse instructional strategies and meet the unique needs of our student population. Key resources include advanced textbooks, digital tools, manipulatives for hands-on learning, science lab equipment, art supplies, and educational software. By providing these supplemental supplies, Bostonia Global ensures that teachers have the necessary resources to deliver engaging, effective, and differentiated instruction. These supplies are integral to supporting the curriculum, facilitating interactive and experiential learning, and helping to bridge any gaps in educational resources. The commitment to providing high-quality supplemental instructional supplies underscores Bostonia Global's dedication to fostering an enriching and supportive educational environment where every student can achieve their full potential.	\$159,240.00	Yes
3.2	Consultant Contracts	The Consultant Contracts at Bostonia Global are established to bring in specialized expertise and innovative solutions that enhance the educational experiences and outcomes for our students.	\$35,180.00	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.	\$128,076.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$255,768.00	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.	\$55,534.00	No
3.6	Program Facilitator TK-6	The Program Facilitator for TK-6 at Bostonia Global is dedicated to supporting the development and implementation of high-quality educational programs for students in transitional kindergarten through sixth grade. This role is crucial in ensuring that the curriculum is engaging, effective, and aligned with the school's educational goals and standards.	\$196,055.00	No
3.7	Project Based Learning Coordinator K-12	The Project-Based Learning (PBL) Coordinator K-12 at Bostonia Global is dedicated to designing, implementing, and supporting project-based learning initiatives across all grade levels. This role is vital in promoting an engaging, student-centered approach to education that emphasizes real-world problem solving, critical thinking, and collaboration.	\$180,035.00	Yes
3.8	Elementary Mathematics Curriculum Implementation Support	Bostonia Global will provide additional teacher planning and collaboration time to support successful implementation of the newly adopted elementary mathematics curriculum. Funding will be used to compensate teachers for additional time dedicated to curriculum planning, lesson development, assessment alignment, data analysis, and instructional preparation. This investment is intended to strengthen mathematics instruction, ensure consistent implementation of high-quality instructional materials, and	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		increase student achievement in mathematics through improved instructional planning and teacher collaboration.		
3.9	Middle School Literacy Curriculum	Bostonia Global will purchase and implement a high-quality middle school literacy curriculum designed to strengthen reading, writing, vocabulary development, and literacy skills across content areas. The curriculum will provide students with access to rigorous, standards-aligned instructional materials while supporting teachers in delivering engaging and effective literacy instruction. This investment is intended to accelerate literacy growth, address unfinished learning, improve reading proficiency, and increase student access to high-quality instructional resources that support academic achievement and long-term success.	\$20,000.00	No
3.10	After School Experiences and Expanded Learning Opportunities	Bostonia Global will provide after-school academic, enrichment, and expanded learning opportunities through contracted services and community partnerships. These experiences will provide students with additional opportunities for academic support, intervention, enrichment activities, project-based learning experiences, and social-emotional development beyond the traditional school day. Expanded learning opportunities are designed to address unfinished learning, increase student engagement, provide additional academic support, and create meaningful experiences that promote student growth, belonging, and success.	\$40,777.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	California Dashboard: ELA - SWD	Based on the 2023 California Dashboard, students with disabilities are in the red category in the ELA academic indicator: 119.4 points below standard 19.9 point increase	Based on the 2024 California Dashboard, students with disabilities are in the red category in the ELA academic indicator. 122.9 points below the standard. Declined 3.5 points	Based on the 2025 California Dashboard, students with disabilities are in the orange category in the ELA academic indicator; 115.8 points below standard and increased by 7.1 points	Based on the 2026 California Dashboard, students with disabilities are will increase at least 10 points in the ELA academic indicator.	Students with Disabilities improved 3.6 points from baseline in the ELA Academic Indicator (119.4 points below standard to 115.8 points below standard).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	CAASPP - ELA - SWD	According to 2023 CAASPP, 10.22% of students with disabilities met or exceeded standard in ELA.	According to the 2024 CAASPP, 11.01% of students with disabilities met or exceeded standard in ELA.	According to the 2025 CAASPP, 16.95% 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.	Students with Disabilities meeting or exceeding standard in ELA increased by 6.73 percentage points from baseline, rising from 10.22% in 2023 to 16.95% in 2025. This represents continued progress in academic achievement and demonstrates improvement in literacy outcomes for students receiving special education services.
4.3	ELPAC - Dually Identified	According to 2023 ELPAC scores, 4.11% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	According to the 2024 ELPAC scores, 29.28%% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	According to the 2025 ELPAC scores, 26.38% of students who are dually identified (English Learner and Student with Disability) are a level 4 on ELPAC or Level 3 on Alternate ELPAC.	Based on 2026 ELPAC, 10% of students who are dually identified (English Learner and Student with Disability) will be a level 4 on ELPAC or Level 3 on Alternate ELPAC.	The percentage of dually identified students (English Learners and Students with Disabilities) achieving Level 4 on ELPAC or Level 3 on Alternate ELPAC increased by 22.27 percentage points from baseline, rising from 4.11% in 2023 to 26.38%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						in 2025. This substantial increase reflects improved language acquisition outcomes and increased access to effective instructional supports for multilingual learners receiving special education services.
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 December 2024, 38% of students with disabilities are on track to typical growth for the 24/25 school year.	Based on the iReady reading diagnostic given in December 2025, 59% of students with disabilities are on track to typical growth for the 2025/2026 school year. This is 21% more students than we had in December 2024.	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.	The percentage of Students with Disabilities on track to meet typical annual growth in reading increased by 14 percentage points from baseline, rising from 45% in February 2024 to 59% in December 2025. This growth indicates that a larger percentage of students are progressing toward annual literacy growth targets.
4.5	iReady - ELA - SWD Diagnostic #3 (Met Typical Growth)	Based on the iReady reading diagnostic given June 2023, 43% of students with	Based on the iReady reading diagnostic given in June 2025, 35% of	Based on the iReady reading diagnostic given June 2026, 63% of	Based on the iReady reading diagnostic given June 2026, 54% of	The percentage of Students with Disabilities meeting typical

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disabilities met typical growth for the 22/23 school year.	students with disabilities met typical growth for the 24/25 school year	students with disabilities met typical growth for the 25/26 school year, a growth of 28% from last diagnostic 3 assessment.	students with disabilities will meet typical growth for the 25/26 school year.	annual growth in reading increased by 20 percentage points from baseline, rising from 43% in June 2023 to 63% in June 2026. These results demonstrate significant improvement in reading growth outcomes and suggest that targeted literacy interventions and instructional supports are positively impacting student achievement.
4.6	iReady - ELA - SWD Diagnostic #3 (% Tiers)	Based on the iReady reading diagnostic given in February 2024: 15% of students with disabilities are Tier 1 (at or above grade level) 31% of students with disabilities are Tier 2 (one grade level below) 54% of students with disabilities are Tier 3 (2 or more grade levels below)	Based on the iReady reading diagnostic given in June 2025: 14% of students with disabilities are Tier 1 (at or above grade level). 26% of students with disabilities are Tier 2 (one grade level below). 60% of students with disabilities are Tier 3 (2 or more	Based on the iReady reading diagnostic given in June 2026: 20% of students with disabilities are Tier 1 (at or above grade level) 33% of students with disabilities are Tier 2 (one grade level below) 47% of students with disabilities are	Based on the iReady reading diagnostic given in February 2027: 18% of students with disabilities will be at Tier 1 (at or above grade level)	The percentage of Students with Disabilities performing at Tier 1 (at or above grade level) increased by 5 percentage points, rising from 15% in February 2024 to 20% in June 2026. Additionally, the percentage of students performing in Tier

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			grade levels below)	Tier 3 (2 or more grade levels below)"		3 (two or more grade levels below) decreased from 54% to 47%, representing a 7 percentage point reduction in the number of students with the greatest academic needs. These results indicate positive movement toward grade-level proficiency.
4.7	Professional Learning Impact Survey XX% of staff serving students with IEPs will demonstrate proficiency in using assessment data to identify student needs and develop a SMART IEP goal explicitly linked to recent assessment data and connected to the student's structured literacy learning progression.	This is a new metric, and will be implemented in the 24-25 school year.	91.3% agree that their site leader supports their professional growth. 91.3% agree that they receive feedback that helps improve their practice. 87.0% agree that they have access to high-quality instructional materials aligned to standards. 87.0% agree that professional learning is grounded in site and district goals.	100% of Special Education Staff shared the current professional learning is effective in helping them meet our LCAP goals.	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.	This metric was newly established during implementation. Current results indicate that 100% of Special Education staff surveyed reported that professional learning was effective in helping them meet LCAP goals and support student achievement. Future years will establish trend data and measure growth over time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			87.0% agree that they have opportunities for collaboration with colleagues. 84.8% agree that they have access to high-quality coaching support. 84.8% agree that they have opportunities to apply what they've learned in professional learning sessions. 82.6% agree that professional learning is differentiated to their needs. 82.6% agree that professional learning includes modeling and practice. 80.4% agree that they have access to high-quality professional learning related to the implementation of standards. 78.3% agree that professional learning is ongoing			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and includes follow-up. 76.1% agree that there is a clear vision for teaching and learning at their site. 71.7% agree that professional learning is relevant to their role. 71.7% agree that professional learning leads to changes in their instructional practice. 69.6% agree that the school/district has a system for measuring the impact of professional learning. 63.0% agree that professional learning leads to improved outcomes for students.			
4.8	IEP Implementation (% of students receiving 90% of more of their services)	91.45% of students received 90% of more of their services delivered.	East County SELPA supported with picking at random 2 students per case manager from March 1st to April 31st. Of 24	According to our audit conducted in May 100% of students received 90% or more of their services)	95% of students received 90% of more of their services delivered.	The percentage of students receiving 90% or more of their IEP services increased by 8.55 percentage points, rising from 91.45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students, 20 received 90% or more of their services equating to 83%			at baseline to 100% in 2025-26. These results demonstrate strong implementation of special education services and increased fidelity in delivering services outlined in students' Individualized Education Programs.
4.9	Staff Professional Learning Completion	% of Ed Specialists have received at least one training in structure literacy intervention.	100% in OG, 90% in Bartons, 100% in SIPS	100% of Ed Specialists have received at least one training in structure literacy intervention.	XX% of Ed Specialists have received at least one training in structure literacy intervention.	This metric was established during implementation. Current results indicate that 100% of Education Specialists completed at least one structured literacy professional learning opportunity, demonstrating full participation in training designed to strengthen literacy instruction and improve outcomes for Students with Disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Parent Involvement Field on IEPs (% of IEPs with Parent Involvement Field Complete as Yes)	97.3% of IEPs have the parent involvement field completed as yes.	On 5/06/24 according to SEIS 234/244 IEPs had parent involvement. This equals 96% parent involvement. Area of growth, plan to fix it and increase it again	On 5/18/26 according to SEIS 236/237 IEPs had parent involvement. This equals 99.57% parent involvement. One parent is pending due to an open IEP.	99% of IEPs have the parent involvement field completed as yes.	The percentage of IEPs with the Parent Involvement field completed increased by 2.27 percentage points, rising from 97.3% at baseline to 99.57% in 2025-26. This improvement reflects increased compliance with IEP documentation requirements and continued efforts to strengthen family engagement throughout the special education process.
4.11	Site Progress Report Plans	This is a new metric, and will be implemented in the 24-25 school year.	Survey filled out with sped team; how much our sites presented progress. We have continued to report our LCAP goals at our LCAP meetings. Put in a number; our LCAP meetings are growing. We had 18 people and now we have 28 parents. The	Survey filled out with sped team; how much our sites presented progress. We have continued to report our LCAP goals at our LCAP meetings. From 18 consistent community members attending to 28, an increase of 10% ; our LCAP	Bostonia Global will have a site specific progress report communication plan.	This metric was established during implementation. Current results indicate increased stakeholder engagement in site and LCAP progress monitoring efforts, with participation in LCAP meetings increasing from 18 participants to 28 participants,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			community is engaged as we are sharing out this LCAP data.	meetings are growing. We had 18 people and now we have 28 parents. The community is engaged as we are sharing out this LCAP data.		representing a 56% increase in community participation. These results demonstrate growing awareness and engagement in school improvement and accountability efforts.

Goal Analysis [2025-26]

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

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

During the 2025-26 school year, Bostonia Global continued to prioritize Goal 4 by ensuring that students with disabilities received high-quality instruction, specialized supports, and access to grade-level learning opportunities designed to improve literacy outcomes and overall academic achievement. The school maintained a strong focus on structured literacy instruction, co-teaching models, intervention supports, professional learning for Education Specialists, and increased collaboration between special education and general education staff.

Implementation of Goal 4 actions was largely successful and resulted in positive outcomes across multiple indicators. Students with Disabilities demonstrated growth on both state and local measures of achievement. On the California Dashboard ELA Academic Indicator, Students with Disabilities improved 3.6 points from baseline, moving from 119.4 points below standard to 115.8 points below standard. Additionally, the percentage of Students with Disabilities meeting or exceeding standard on the CAASPP ELA assessment increased from 10.22% to 16.95%, representing a 6.73 percentage point increase from baseline.

Bostonia Global also demonstrated significant success in supporting multilingual learners receiving special education services. The percentage of dually identified students (English Learners and Students with Disabilities) achieving Level 4 on ELPAC or Level 3 on Alternate ELPAC increased from 4.11% to 26.38%, representing a 22.27 percentage point increase from baseline. These results suggest that collaboration between English Learner and Special Education staff, targeted language development supports, and implementation of structured literacy practices are positively impacting student outcomes.

Local assessment data also demonstrated meaningful growth. The percentage of Students with Disabilities on track to meet typical annual growth in reading increased from 45% to 59%, while the percentage meeting typical annual growth increased from 43% to 63%. Additionally, the percentage of students performing at Tier 1 (at or above grade level) increased from 15% to 20%, while the percentage of students performing at Tier 3 decreased from 54% to 47%. These results indicate positive movement toward grade-level proficiency and reduced numbers of students performing significantly below grade level.

Implementation of special education services also improved significantly. An internal audit conducted during the 2025-26 school year found that 100% of students received 90% or more of their IEP services, an increase from the 91.45% baseline. In addition, 100% of Education Specialists participated in structured literacy professional learning opportunities, strengthening staff capacity to provide evidence-based literacy instruction and intervention.

Family engagement and compliance measures remained strong. The percentage of IEPs with documented parent involvement increased from 97.3% to 99.57%, reflecting continued efforts to engage families as active partners in the special education process. Community participation in LCAP and special education progress monitoring activities also increased during the year, demonstrating growing stakeholder engagement and investment in student outcomes.

Overall, implementation of Goal 4 actions closely aligned with planned services and resulted in measurable improvements across literacy achievement, language acquisition, service delivery, staff capacity, and family engagement indicators. While students with disabilities continue to perform below grade-level expectations on several measures, the positive growth demonstrated across state and local indicators suggests that current intervention systems, structured literacy practices, professional learning investments, and collaborative service delivery models are producing meaningful results. Bostonia Global will continue refining and strengthening these supports to accelerate student growth and close achievement gaps for students with disabilities.

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

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

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

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

Planned vs. Actual Percentage of Improved Services:

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

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

District-provided services through Cajon Valley Union School District were highly effective in supporting Bostonia Global's efforts to improve outcomes for students with disabilities. CVUSD provided specialized services including psychological services, speech and language support, nursing services, consultation, assessments, and other mandated supports necessary to ensure implementation of Individualized Education Programs (IEPs) and compliance with state and federal requirements.

The effectiveness of these services is reflected in multiple student outcome measures. Students with Disabilities improved 3.6 points on the California Dashboard ELA Academic Indicator and increased the percentage of students meeting or exceeding standard on the CAASPP ELA assessment from 10.22% to 16.95%. Additionally, the percentage of dually identified students achieving Level 4 on ELPAC or Level 3 on Alternate ELPAC increased by 22.27 percentage points from baseline. Local literacy measures also demonstrated positive growth, including increases in students meeting typical annual growth targets and reductions in the percentage of students performing significantly below grade level.

District-provided services also contributed to strong implementation outcomes. An internal audit conducted during the 2025-26 school year found that 100% of students received 90% or more of their required IEP services, representing a significant improvement from baseline. Family engagement remained strong, with 99.57% of IEPs documenting parent involvement, and 100% of Education Specialists participated in structured literacy professional learning opportunities.

The partnership between Bostonia Global and CVUSD allowed students to receive comprehensive supports while maintaining access to inclusive learning environments. Ongoing collaboration between district specialists and site teams strengthened service coordination, supported compliance efforts, and increased staff capacity to meet the diverse needs of students with disabilities.

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.

Based on reflection and analysis of 2025-26 implementation and outcome data, Bostonia Global will maintain the overall structure of Goal 4 while refining systems that support literacy growth, service delivery, inclusive practices, and academic achievement for students with disabilities.

Given the positive outcomes demonstrated across state and local indicators, Bostonia Global will continue its partnership with Cajon Valley Union School District to provide specialized services, structured literacy supports, and professional learning opportunities for staff. Continued emphasis will be placed on maintaining high levels of IEP service implementation, strengthening collaboration between general education and special education staff, and ensuring students have access to inclusive learning environments and grade-level instruction.

Additional focus will be placed on accelerating literacy growth for students with disabilities through expanded use of assessment data, structured literacy practices, targeted interventions, and increased collaboration between special education, intervention, and classroom teachers. Bostonia Global will continue monitoring student progress through CAASPP, ELPAC, iReady, IEP implementation audits, and family engagement metrics to ensure supports remain aligned to student needs.

No significant changes are planned for the goal itself. Minor refinements to implementation practices will focus on strengthening service coordination, increasing instructional alignment between special education and general education programs, and using data to identify students requiring additional academic and behavioral support. These refinements are intended to build upon the significant gains demonstrated during the 2025-26 school year and continue closing achievement gaps for students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Services provided by CVUSD	The Cajon Valley Union School District (CVUSD) is dedicated to ensuring that all students, including those with special needs, receive a high-quality education tailored to their unique requirements. To support Bostonia Global in meeting the diverse needs of its students with disabilities, CVUSD provides a comprehensive range of special education services designed to promote academic success and overall well-being.	\$2,435,199.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,935,961	\$602,005

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
35.344%	0.000%	\$0.00	35.344%

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 in developing the skills and knowledge required to succeed in their future careers.	The Career Development Experiences at Bostonia Global are tailored to address the specific needs of unduplicated pupils through a variety of strategic actions and initiatives: Real-World Applications: Integration with Academic Learning: By incorporating career development experiences into the curriculum, students engage with real-world applications that make learning relevant and practical, especially benefiting unduplicated pupils	Priority 6 Survey, Career Development Learning Experiences

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	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	

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
		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

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	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

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
		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 and support unduplicated pupils who are struggling academically or behaviorally.	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
		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: LEA-wide	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: Sharing Best Practices: Teachers share successful strategies and practices for implementing culturally responsive teaching during	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
		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.	
1.7	Action: Professional Learning Experiences	The Professional Learning Experiences at Bostonia Global are strategically designed to	Professional Learning Day Surveys

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	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	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 share best practices, discuss challenges, and develop collective strategies to support unduplicated pupils.	

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1.8	Action: High School Registrar Need: Local data, graduation monitoring, dual enrollment participation data, educational partner feedback, and postsecondary readiness indicators demonstrate that English Learners, Foster Youth, and Low Income students benefit from additional support navigating graduation requirements, college and career pathways, dual enrollment opportunities, transcript management, enrollment processes, and postsecondary planning. These student groups often require additional guidance and coordination to ensure equitable access to academic opportunities and successful transitions to college, career, and postsecondary training. Scope: LEA-wide	The High School Registrar supports English Learners, Foster Youth, and Low Income students by coordinating enrollment, transcripts, graduation tracking, dual enrollment participation, records management, and postsecondary readiness processes. This position ensures students receive timely access to information, services, and opportunities necessary to remain on track for graduation and successful transitions beyond high school. Because unduplicated pupils are represented across all grade levels and pathways within the high school program, and because effective records management, graduation monitoring, and postsecondary planning systems benefit these students throughout the school, this action is provided on an LEA-wide basis. Bostonia Global expects that unduplicated pupils will receive a greater benefit through increased access to academic opportunities, individualized support, and successful completion of graduation and postsecondary readiness milestones.	• Graduation Rate • College and Career Indicator (CCI) • Dual Enrollment Participation and Completion Rates • A-G Completion Rate • Postsecondary Enrollment Data • Student Transcript Audits and Graduation Tracking Reports • English Learner, Foster Youth, and Low Income Student Graduation Outcomes • Student and Family Postsecondary Planning Participation
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	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	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
	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	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 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.	

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		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. Scope: LEA-wide	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 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	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
		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: 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	The Facilities Maintenance team at Bostonia Global addresses the specific needs of 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	Student Gallup Poll, Local Indicator Priority 1

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		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. 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	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	Student Gallup Poll, Local Indicator Priority 1

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	ensure they feel secure and engaged in the school community. Scope: LEA-wide	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.	
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:	Student Gallup Poll, Local Indicator Priority 1, suspension rates, expulsion rates, daily attendance rate

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
		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. 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	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	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
	responsive teaching strategies to address their diverse learning needs and ensure academic success. Scope: LEA-wide	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 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.	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:	Local Indicator 1, Priority 6, Gallup Surveys

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	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	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 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:	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:	Local Indicator 1, Priority 6, Gallup Surveys, Suspension Data, Absenteeism Data

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	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	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: 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.	

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
		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.	
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:	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
		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 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	

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
		that communication with English Learners and their families is clear and effective.	
2.13	Action: High School Sports Need: Local climate survey data, attendance data, and stakeholder feedback indicate that English Learners, Foster Youth, and Low Income students benefit from increased opportunities for school connectedness, belonging, positive peer relationships, and engagement in extracurricular activities. Student survey results also identified opportunities to improve student belonging, peer relationships, and overall connection to school, particularly among secondary students. Scope: LEA-wide	High school athletics provide students with meaningful opportunities to develop positive relationships with peers and adults, strengthen school connectedness, increase engagement in school activities, and build leadership, teamwork, and communication skills. Research demonstrates that participation in extracurricular activities is associated with improved attendance, stronger school attachment, increased academic engagement, and reduced behavioral concerns. Because English Learners, Foster Youth, and Low Income students are enrolled throughout the high school program and benefit from integrated participation opportunities, this action is provided on an LEA-wide basis. Bostonia Global expects that unduplicated pupils will receive a greater benefit through increased access to supportive relationships, positive school experiences, and opportunities for engagement beyond the classroom.	Chronic Absenteeism Rate Average Daily Attendance Priority 6 Student Survey (Belonging) Priority 6 Student Survey (Safety) Student Participation in Athletics Suspension Rate Student Engagement Survey Results
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 achievement ensures that Bostonia Global	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
		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 digital resources at home, making it essential	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 instruction and practice in key subject areas. This	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
	to provide them with comprehensive digital tools and software within the school setting to ensure equitable learning opportunities. Scope: LEA-wide	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 Need:	The actions taken by the Tk-12 Project Based Learning Coordinator at Bostonia Global are strategically designed to address the unique needs	iReady Diagnostic, Student Gallup Poll, Local Indicator Priority 1, Local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	of unduplicated pupils through the following measures: Curriculum Design and Implementation: Engaging Curriculum: Developing and implementing a curriculum that is engaging and culturally responsive, ensuring that it meets the diverse needs of all students, including unduplicated pupils. Alignment with Standards: Ensuring that the curriculum aligns with state and school standards, providing a solid foundation for academic success. Professional Development: Teacher Training: Coordinating professional development opportunities for teachers to enhance their instructional strategies, particularly in supporting unduplicated pupils. Culturally Responsive Teaching: Providing training on culturally responsive teaching practices to help teachers better connect with and support their diverse student population. Data-Driven Instruction: Progress Monitoring: Regularly monitoring student progress through assessments and diagnostics to identify areas where unduplicated pupils need additional support. Targeted Interventions: Implementing targeted interventions based on data analysis to address the specific needs of unduplicated pupils and help them achieve academic growth.	Indicator- Access to Broad Course of Study

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

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	54:1
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	19:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$13,965,634	\$4,935,961	35.344%	0.000%	35.344%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$5,016,241.00	\$3,562,842.00	\$0.00	\$279,919.00	\$8,859,002.00	\$4,352,476.00	\$4,506,526.00

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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$190,600.00	\$0.00	\$190,600.00				\$190,600.00	
1	1.2	Career Development Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$30,378.00	\$30,378.00				\$30,378.00	
1	1.3	Internship Supports & Exhibition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	2024-2027	\$0.00	\$5,075.00	\$5,075.00				\$5,075.00	
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$686,911.00	\$686,911.00				\$686,911.00	
1	1.5	Professional Learning Days for all staff		Yes	LEA-wide		All Schools	2024-2027	\$132,866.00	\$0.00	\$132,866.00				\$132,866.00	
1	1.6	Collaboration Time for Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$726,369.00	\$0.00	\$726,369.00				\$726,369.00	
1	1.7	Professional Learning Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$52,999.00	\$52,999.00				\$52,999.00	
1	1.8	High School Registrar	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025/26 - 2026/27	\$73,000.00	\$0.00	\$73,000.00				\$73,000.00	
2	2.1	Community Liaison	All	No			All Schools	2024-2027	\$122,337.00	\$0.00				\$122,337.00	\$122,337.00	
2	2.2	Co-Principal at K-6	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools K-6	2024-2027	\$217,118.00	\$0.00	\$217,118.00				\$217,118.00	

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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	2024-2027	\$196,897.00	\$0.00	\$196,897.00				\$196,897.00	
2	2.4	Facilities Maintenance for safe and well-kept environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$331,532.00	\$331,532.00				\$331,532.00	
2	2.5	Campus Aides - Classified Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$204,864.00	\$0.00	\$204,864.00				\$204,864.00	
2	2.6	Campus Safety Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$73,094.00	\$0.00	\$73,094.00				\$73,094.00	
2	2.7	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$365,695.00	\$0.00	\$365,695.00				\$365,695.00	
2	2.8	Learning Loss Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$397,415.00	\$0.00	\$397,415.00				\$397,415.00	
2	2.9	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$763,278.00	\$0.00	\$361,170.00	\$402,108.00			\$763,278.00	
2	2.10	Guidance Tech Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$279,238.00	\$0.00	\$279,238.00				\$279,238.00	
2	2.11	District Provide Support Services - Psychological and Health	All	No			All Schools	2024-2027	\$0.00	\$403,169.00		\$403,169.00			\$403,169.00	
2	2.12	Recruit and maintain high quality Staff	All	No			All Schools	2024-2027	\$0.00	\$22,008.00				\$22,008.00	\$22,008.00	
2	2.13	High School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bostonia Global Emerald Campus	2025/26 - 2026/27	\$40,005.00	\$28,290.00	\$68,295.00				\$68,295.00	
3	3.1	Supplemental Instructional Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$159,240.00	\$159,240.00				\$159,240.00	

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
3	3.2	Consultant Contracts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$35,180.00	\$35,180.00				\$35,180.00	
3	3.3	English Language Development Assistant	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-2027	\$128,076.00	\$0.00	\$5,000.00			\$123,076.00	\$128,076.00	
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	\$255,768.00	\$243,270.00			\$12,498.00	\$255,768.00	
3	3.5	Student Data Tech	All	No			All Schools	2024-2027	\$55,534.00	\$0.00		\$55,534.00			\$55,534.00	
3	3.6	Program Facilitator TK-6	All	No			All Schools K-6	2024-2027	\$196,055.00	\$0.00		\$196,055.00			\$196,055.00	
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	\$180,035.00	\$0.00	\$180,035.00				\$180,035.00	
3	3.8	Elementary Mathematics Curriculum Implementation Support	All	No			All Schools		\$10,000.00	\$0.00		\$10,000.00			\$10,000.00	
3	3.9	Middle School Literacy Curriculum	All	No			All Schools		\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
3	3.10	After School Experiences and Expanded Learning Opportunities	All	No			All Schools		\$0.00	\$40,777.00		\$40,777.00			\$40,777.00	
4	4.1	Services provided by CVUSD	All	No			All Schools	2024-2027	\$0.00	\$2,435,199.00		\$2,435,199.00			\$2,435,199.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$13,965,634	\$4,935,961	35.344%	0.000%	35.344%	\$5,016,241.00	0.000%	35.918 %	Total:	\$5,016,241.00
								LEA-wide Total:	\$5,016,241.00
								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	\$190,600.00	
1	1.2	Career Development Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,378.00	
1	1.3	Internship Supports & Exhibition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$5,075.00	
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$686,911.00	
1	1.5	Professional Learning Days for all staff	Yes	LEA-wide		All Schools	\$132,866.00	
1	1.6	Collaboration Time for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$726,369.00	
1	1.7	Professional Learning Experiences	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$52,999.00	

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			
1	1.8	High School Registrar	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,000.00	
2	2.2	Co-Principal at K-6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools K-6	\$217,118.00	
2	2.3	Assistant Principal at 7-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	\$196,897.00	
2	2.4	Facilities Maintenance for safe and well-kept environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$331,532.00	
2	2.5	Campus Aides - Classified Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$204,864.00	
2	2.6	Campus Safety Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,094.00	
2	2.7	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,695.00	
2	2.8	Learning Loss Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$397,415.00	
2	2.9	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$361,170.00	
2	2.10	Guidance Tech Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$279,238.00	
2	2.13	High School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bostonia Global Emerald Campus	\$68,295.00	
3	3.1	Supplemental Instructional Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$159,240.00	
3	3.2	Consultant Contracts	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$35,180.00	

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			
3	3.3	English Language Development Assistant	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	
3	3.4	Computer software and subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$243,270.00	
3	3.7	Project Based Learning Coordinator K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,035.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,198,035.00	\$8,615,827.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	World of Work Coordinator	Yes	\$180,124	\$194,198
1	1.2	Career Development Experiences	Yes	\$30,101	\$30,378
1	1.3	Internship Supports & Exhibition	Yes	\$5,075	\$5,075
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	\$676,759	\$676,759
1	1.5	Professional Learning Days for all staff	Yes	\$107,399	\$130,902
1	1.6	Collaboration Time for Certificated Staff	Yes	\$669,615	\$715,634
1	1.7	Professional Learning Experiences	Yes	\$55,275	\$46,419
2	2.1	Community Liaison	No	\$123,847	\$121,773
2	2.2	Co-Principal at K-6	Yes	\$238,517	\$213,479
2	2.3	Assistant Principal at 7-12	Yes	\$179,799	\$193,987
2	2.4	Facilities Maintenance for safe and well-kept environment	Yes	\$326,632	\$326,632

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Campus Aides - Classified Supervision	Yes	\$182,439	\$201,836
2	2.6	Campus Safety Team	Yes	\$85,104	\$90,566
2	2.7	Instructional Coaching	Yes	\$335,144	\$360,291
2	2.8	Learning Loss Intervention Teachers	Yes	\$370,238	\$391,542
2	2.9	Counseling Services	Yes	\$709,110	\$752,530
2	2.10	Guidance Tech Counseling Support	Yes	\$252,265	\$275,111
2	2.11	District Provide Support Services - Psychological and Health	No	\$397,211	\$397,211
2	2.12	Recruit and maintain high quality Staff	No	\$37,282	\$22,105
2	2.13	High School Sports	Yes	\$0	\$68,444
3	3.1	Supplemental Instructional Supplies	Yes	\$111,969	\$159,327
3	3.2	Consultant Contracts	Yes	\$29,680	\$35,180
3	3.3	English Language Development Assistant	Yes	\$104,234	\$126,183
3	3.4	Computer software and subscriptions	Yes	\$177,644	\$255,809

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	3.5	Student Data Tech	No	\$72,154	\$54,713
3	3.6	Program Facilitator TK-6	Yes	\$177,450	\$193,158
3	3.7	Project Based Learning Coordinator K-12	Yes	\$163,757	\$177,374
4	4.1	Services provided by CVUSD	No	\$2,399,211	\$2,399,211

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,685,282	\$5,084,895.00	\$5,086,923.00	(\$2,028.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	World of Work Coordinator	Yes	\$180,124.00	\$194,198		
1	1.2	Career Development Experiences	Yes	\$30,101.00	\$30,378		
1	1.3	Internship Supports & Exhibition	Yes	\$5,075.00	\$5,075		
1	1.4	Services provided by CVUSD related to World of Work, TedEx, Professional Learning, LCAP, etc.	Yes	\$676,759.00	\$676,759		
1	1.5	Professional Learning Days for all staff	Yes	\$107,399.00	\$130,902		
1	1.6	Collaboration Time for Certificated Staff	Yes	\$669,615.00	\$715,634		
1	1.7	Professional Learning Experiences	Yes	\$55,275.00	\$46,419		
2	2.2	Co-Principal at K-6	Yes	\$238,517.00	\$213,479		
2	2.3	Assistant Principal at 7-12	Yes	\$179,799.00	\$193,987		
2	2.4	Facilities Maintenance for safe and well-kept environment	Yes	\$326,632.00	\$326,632		
2	2.5	Campus Aides - Classified Supervision	Yes	\$182,439.00	\$201,836		
2	2.6	Campus Safety Team	Yes	\$85,104.00	\$90,566		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Instructional Coaching	Yes	\$335,144.00	\$360,291		
2	2.8	Learning Loss Intervention Teachers	Yes	\$370,238.00	\$391,542		
2	2.9	Counseling Services	Yes	\$709,110.00	\$356,365		
2	2.10	Guidance Tech Counseling Support	Yes	\$252,265.00	\$275,111		
2	2.13	High School Sports	Yes	\$0	\$68,444		
3	3.1	Supplemental Instructional Supplies	Yes	\$111,969.00	\$159,327		
3	3.2	Consultant Contracts	Yes	\$29,680.00	\$35,180		
3	3.3	English Language Development Assistant	Yes	\$20,799.00	\$997		
3	3.4	Computer software and subscriptions	Yes	\$177,644.00	\$243,269		
3	3.6	Program Facilitator TK-6	Yes	\$177,450.00	\$193,158		
3	3.7	Project Based Learning Coordinator K-12	Yes	\$163,757.00	\$177,374		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13,564,734	\$4,685,282	0	34.540%	\$5,086,923.00	0.000%	37.501%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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