

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bostonia Language Academy	37-67991-6037576	May 23, 2019	July 30, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Instructional resources and technology that allows for students to demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies are implemented. For English Language Arts, these new resources include Achieve 3000, Smarty Ants, the ongoing use of IABs. For mathematics, these resources include a more systematic implementation of ST Math and Go Math additional resources, as well as making use of Freckle as a supplemental program. Local and state measures data disaggregation and analysis is conducted regularly to inform instruction and to establish short and long-term goals.

Teachers collect student academic data using the following assessment tools: Fountas and Pinnell and DRA Benchmark Assessment Systems, Achieve 3000, Imagine Learning Enterprise, GO! Math, ST Math, Freckle and Columbia Teachers College Writing Unit Assessments, CAASPP and ELPAC data. An in depth understanding of Spanish-English transference of skills is also required to be able to meet this goal.

While our overall absenteeism and suspensions percentages are lower than district and state averages, student behavior needs to continue to be a focus to decrease situations warranting suspension. Student absenteeism continues to be a primary concern.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on February 26, and May 22, 2019 were the accumulating input meetings for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on January 24, and May 23, 2019 were the accumulating input meetings when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on February 21 and 22, 2019, were the accumulating input meetings.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to

deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on May 14, 2019 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.39%	0.34%	1	2	2
African American	5.8%	5.48%	5.79%	25	28	34
Asian	0.9%	0.78%	0.51%	4	4	3
Filipino	0.2%	0.20%	%	1	1	
Hispanic/Latino	72.6%	76.13%	74.96%	313	389	440
Pacific Islander	%	%	%			
White	13.5%	11.74%	11.58%	58	60	68
Multiple/No Response	4.4%	3.72%	5.11%	19	19	30
Total Enrollment				431	511	587

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	114	125	139
Grade 1	83	91	114
Grade 2	97	76	95
Grade3	73	86	81
Grade 4	64	68	86
Grade 5		65	72
Total Enrollment	431	511	587

Conclusions based on this data:

1. Our students demographics are rich and diverse, there are a number of ethnic groups represented at our school.
2. Over the last three years, the percentage of Hispanic/Latino students has increased by 7%+ points.
3. Over the last three years, other ethnic group percentages have either decreased or remained the same.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	231	227	256	53.6%	44.4%	43.6%
Fluent English Proficient (FEP)	22	58	38	5.1%	11.4%	6.5%
Reclassified Fluent English Proficient (RFEP)	12	39	12	6.5%	16.9%	5.3%

Conclusions based on this data:

1. English Language Learners comprise almost 50% of our student population.
2. The number of Fluent English Proficient students has increased over the last three years.
3. Over the last three years, our percentage of reclassified fluent English proficient students has significantly increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73		82	71		82	71		82	97.3		100
Grade 4	65		85	65		85	65		85	100		100
Grade 5			73			73			73			100
All Grades	138		240	136		240	136		240	98.6		100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.		2431.	35.21		36.59	14.08		18.29	19.72		19.51	30.99		25.61
Grade 4	2480.		2491.	26.15		30.59	24.62		27.06	33.85		21.18	15.38		21.18
Grade 5			2514.			32.88			20.55			21.92			24.66
All Grades	N/A	N/A	N/A	30.88		33.33	19.12		22.08	26.47		20.83	23.53		23.75

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	33.80		30.49	26.76		40.24	39.44		29.27	
Grade 4	32.31		27.06	53.85		54.12	13.85		18.82	
Grade 5			31.51			39.73			28.77	
All Grades	33.09		29.58	39.71		45.00	27.21		25.42	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.44		26.83	26.76		46.34	33.80		26.83
Grade 4	20.00		29.41	58.46		54.12	21.54		16.47
Grade 5			31.51			35.62			32.88
All Grades	30.15		29.17	41.91		45.83	27.94		25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.72		26.83	60.56		53.66	19.72		19.51
Grade 4	20.00		22.35	61.54		68.24	18.46		9.41
Grade 5			27.40			57.53			15.07
All Grades	19.85		25.42	61.03		60.00	19.12		14.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.80		30.49	40.85		45.12	25.35		24.39
Grade 4	29.23		34.12	56.92		47.06	13.85		18.82
Grade 5			36.99			42.47			20.55
All Grades	31.62		33.75	48.53		45.00	19.85		21.25

Conclusions based on this data:

1. Due to a programmatic change in 2015, the 2015-2016 data will be utilized as the school's baseline as considerations are made to refine the quality of the instructional program.
2. In order to improve access to CCCSS ELA based instruction, teachers need to be provided with opportunities for additional collaboration, data analysis, and planning through a teacher release model. Additionally, we will continue our focus on providing better access for all students in this area by promoting that teachers consistently utilize multiple ways to present and practice grade level concepts. Students will monitor their progress towards meeting grade level standards, established individual goals, and participate in the development of an action plan. Parents will be informed and involved throughout this process.
3. Effective implementation of supplemental resources and programs will provide additional language and literacy practice.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	73		82	72		81	72		81	98.6		98.8
Grade 4	65		85	65		85	65		85	100		100
Grade 5			73			73			73			100
All Grades	138		240	137		239	137		239	99.3		99.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2442.		2435.	19.44		23.46	36.11		28.40	25.00		22.22	19.44		25.93
Grade 4	2486.		2482.	18.46		12.94	29.23		36.47	40.00		37.65	12.31		12.94
Grade 5			2499.			19.18			19.18			30.14			31.51
All Grades	N/A	N/A	N/A	18.98		18.41	32.85		28.45	32.12		30.13	16.06		23.01

Concepts & Procedures Applying mathematical concepts and procedures																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			37.50			35.80			37.50			28.40			25.00			35.80
Grade 4			33.85			25.88			35.38			45.88			30.77			28.24
Grade 5						19.18						41.10						39.73
All Grades			35.77			27.20			36.50			38.49			27.74			34.31

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems																		
Grade Level	% Above Standard			% At or Near Standard			% Below Standard											
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19									
Grade 3			23.61			28.40			54.17			43.21			22.22			28.40
Grade 4			26.15			12.94			58.46			61.18			15.38			25.88
Grade 5						21.92						45.21						32.88
All Grades			24.82			20.92			56.20			50.21			18.98			28.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.72		32.10	47.22		44.44	18.06		23.46
Grade 4	23.08		24.71	49.23		55.29	27.69		20.00
Grade 5			19.18			46.58			34.25
All Grades	29.20		25.52	48.18		48.95	22.63		25.52

Conclusions based on this data:

1. Due to a programmatic change in 2015, the 2015-2016 data will be utilized as the school's baseline as considerations are made to refine the quality of the instructional program.
2. In order to provide better access for all students in the area of mathematics, teachers will consistently utilize multiple ways to present and practice grade level concepts. Teachers will be provided with opportunities for additional collaboration, data analysis, and planning through a teacher release model. Students will monitor their progress towards meeting grade level standards, established individual goals, and participate in the development of an action plan. Parents will be informed and involved throughout this process.
In order to improve access to CCCSS Mathematics based instruction, teachers need to be provided with opportunities for additional collaboration, data analysis, and planning through a teacher release model.
3. Effective implementation of supplemental resources and programs will provide additional practice in the various math strands.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1419.6		1431.7		1391.3		50	
Grade 1	1453.1		1471.6		1434.3		49	
Grade 2	1483.5		1492.9		1473.5		45	
Grade 3	1493.7		1483.7		1503.4		38	
Grade 4	1495.2		1480.7		1509.2		26	
Grade 5	1541.4		1532.7		1549.3		11	
All Grades							219	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		36.00		42.00		*		50	
1	28.57		32.65		22.45		*		49	
2	44.44		33.33		*		*		45	
3	*		42.11		36.84		*		38	
4	*		53.85		*		*		26	
All Grades	23.74		38.36		28.31		9.59		219	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.00		36.00		22.00		*		50	
1	59.18		*		*		*		49	
2	64.44		26.67		*		*		45	
3	31.58		36.84		*		*		38	
4	*		53.85		*		*		26	
All Grades	44.29		32.88		15.53		7.31		219	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		54.00		*		50	
1	*		*		*		42.86		49	
2	26.67		31.11		*		*		45	
3	*		*		39.47		*		38	
4	*		42.31		*		*		26	
All Grades	14.61		27.40		31.51		26.48		219	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	68.00		32.00				50	
1	69.39		*		*		49	
2	62.22		33.33		*		45	
3	*		71.05		*		38	
4	*		76.92		*		26	
All Grades	51.14		42.92		5.94		219	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		62.00		*		50	
1	44.90		44.90		*		49	
2	64.44		28.89		*		45	
3	42.11		44.74		*		38	
4	50.00		42.31		*		26	
All Grades	44.75		43.84		11.42		219	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		84.00		*		50	
1	26.53		30.61		42.86		49	
2	35.56		40.00		24.44		45	
3	*		65.79		*		38	
4	*		65.38		*		26	
All Grades	19.63		55.71		24.66		219	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	24.00		46.00		30.00		50	
1	*		61.22		26.53		49	
2	24.44		57.78		*		45	
3	*		65.79		*		38	
4	*		65.38		*		26	
All Grades	21.46		57.99		20.55		219	

Conclusions based on this data:

- Over time, as a result of our program, the number of English Learner students taking the ELPAC decreases, this is a product of reclassification. Reclassification is attained with students have mastered a high level of English language and literacy.
- A significant percentage of our English Learner students is scoring a level 3 or 4 in reading and writing. In order to accelerate the language development progress of these students, explicit language instruction is required. Explicit language instruction is the intentional teaching of language form, function and vocabulary in all core and complementary subject areas. Explicit language instruction calls for:
 - *Attention to broadening scope and use of vocabulary and syntax, grammatical forms and language functions required for academic tasks
 - *Explicit instruction in typical patterns of academic discourse for grade level (e.g., expository paragraphs, reports)
 - *Strengthening the range of language patterns for oral and written production; e.g., style, tone, voice, audience
 - *Explicit instruction in reading and writing strategies

Differentiation of resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner is essential to an effective language learning environment. This differentiation should include:

 - *Providing scaffolded support for learning tasks; e.g., writing prompts, supported research or inquiry, problem solving with language support, support to generate a greater level of detail, some support with rehearsals, some editing support with more complex and specific language
 - *Have students generate texts based on models, and a variety of text types independently
 - *Have students give and receive peer support

In order to best meet the linguistic needs of students at these levels, students need to engage through multimodal resources through multiple perspectives:

 - *Realia to activate prior knowledge






- *Visuals with text, concept maps
- *Manipulatives
- *Highly formatted texts, leveled texts, abridged texts, visually supported texts
- *Choice of preselected websites at an appropriate level
- *Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software
- *Interactive multimedia at appropriate level
- *For expanding level students- Video with appropriate content and supporting visuals
- *For bridging level students- More detailed visuals with text with increased vocabulary, e.g., diagrams, concept maps, might be student generated
- *For extending level students- Visuals with increased complexity and specificity, e.g., diagrams, concept maps, might be student generated

3. Language and literacy goals need to be established at the individual student level, opportunities to measure and celebrate growth need to be ongoing.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 849 533">Orange</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1260 506 1315 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 368 730">Yellow</p>		
<p data-bbox="154 821 511 852">English Learner Progress</p>  <p data-bbox="199 905 466 932">No Performance Color</p>		

Conclusions based on this data:

1. Student academic performance levels in the areas of ELA and Mathematics show that, over time, our students continue to develop the ability to transfer skills from Spanish to English successfully.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 16.6 points above standard Increased 12.6 points 212 students	<p>English Learners</p>  Yellow 8.7 points below standard Increased 11.9 points 129 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 0.9 points above standard Declined -3.6 points 150 students	<p>Students with Disabilities</p>  No Performance Color 85.5 points below standard Increased 10 points 25 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 29.1 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 points above standard Increased 16.7 points 161 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color 65 points above standard Increased 13.4 points 25 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62 points below standard Increased 14.1 points 72 students	58.6 points above standard Increased 19.5 points 57 students	53.8 points above standard Increased 7.7 points 81 students

Conclusions based on this data:

1. Even though, our Socioeconomically disadvantaged students are performing .9 point above standards, their academic achievement decreased 3.6 points. Research identifies the following best practices to positively impact the performance of this student group:
 - *Intentional and explicit planning for reading instruction,
 - *Strong, intentional, and explicit instruction,
 - *Holding students to high expectations, asking challenging questions, involving students in their learning, and explicitly modeling good reading habits,
 - *School-wide programs that offer students more access to books and parents more knowledge about how we are teaching their children (incentivize parent attendance),
 - *Inter-session reading programs
2. English Language Learners continue to make great strides in their linguistic and academic progress.
3. Hispanic/Latino students continue to show significant growth in their linguistic and academic progress.

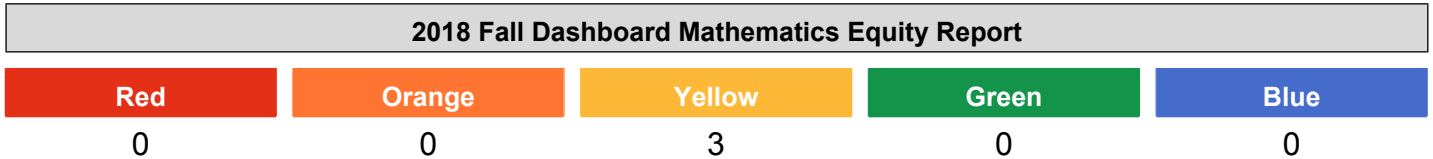
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 0.2 points below standard Declined -4.3 points 212 students	<p>English Learners</p>  Yellow 17.9 points below standard Declined -4.3 points 129 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Yellow 10.4 points below standard Declined -14.9 points 150 students	<p>Students with Disabilities</p>  No Performance Color 57.6 points below standard Increased 3.5 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15.8 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.4 points below standard Maintained -0.7 points 161 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 No Performance Color 41.5 points above standard Declined -6.7 points 25 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.3 points below standard Maintained 1.9 points 72 students	30.5 points above standard Declined -3.7 points 57 students	26.2 points above standard Declined -7.8 points 81 students

Conclusions based on this data:

1. Four out of seven student groups showed a decline in their achievement level.
2. English Language Learners and Hispanic student group maintained their achievement level.
3. All significant groups are performing below standard.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
219	23.7%	38.4%	28.3%	9.6%

Conclusions based on this data:

1. 62.1 % of our English Learners are approaching language level required for reclassification.
2. 27.9% of English Learners require significant support to move into language levels that have greater access to grade level content without heavy scaffolds.
3. Our total number of English Language Learners has dropped over the years.

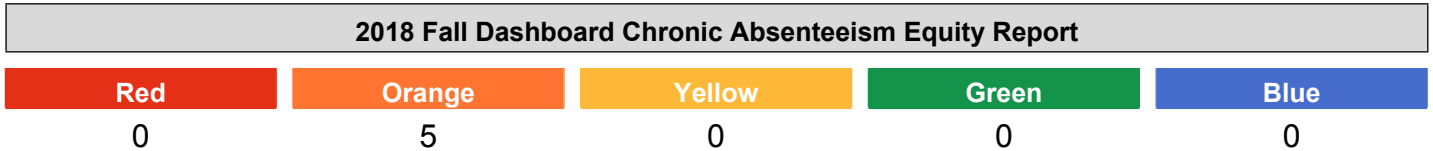
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 8.5% chronically absent Increased 1.8% 530 students	<p>English Learners</p>  Orange 9.3% chronically absent Increased 1.8% 236 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 8.2% chronically absent Increased 1.7% 352 students	<p>Students with Disabilities</p>  Orange 16.7% chronically absent Increased 5.8% 54 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1% chronically absent Increased 3.1% 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.2% chronically absent Increased 0.6% 403 students	 No Performance Color 10% chronically absent Increased 2.9% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 9.7% chronically absent Increased 6.2% 62 students

Conclusions based on this data:

1. Absenteeism percentages have increased for all groups.
2. Our overall absenteeism percentages are high.
3. Some of the students represented in the Hispanic, English Language Learner and Socio economically disadvantaged group might be the same.

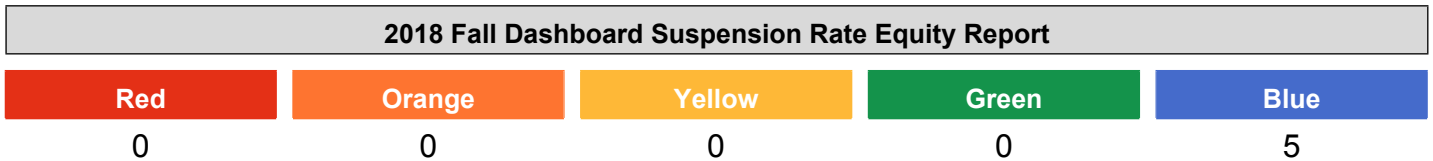
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Maintained -0.2% 542 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 239 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Maintained -0.2% 361 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 55 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 29 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 412 students	 No Performance Color 0% suspended at least once Declined -3.6% 30 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 64 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0.2% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. Over time, there has been a decline in the number of student suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Goal 1

BLA students are taught by highly qualified teachers who provide a wide-ranging educational experience affording students the opportunity to pursue areas of interest en route to college and career success. Multiple data sets are utilized by teachers to ensure that all students are en route to meet this goal as per grade level standards and local benchmarks.

Identified Need

Teachers collect student academic data using the following assessment tools: Fountas and Pinnell and DRA Benchmark Assessment Systems, Achieve 3000, Imagine Learning Enterprise, GO! Math, ST Math, Freckle and Columbia Teachers College Writing Unit Assessments, CAASPP and ELPAC data. An in depth understanding of Spanish-English transference of skills is also required to be able to meet this goal.

Data gathered through the above mentioned tools shows:

Fountas and Pinnell and DRA Benchmark Assessment Systems need to continue to be utilized to calibrate data obtained through Achieve 3000 for non-fiction text.

Fountas and Pinnell and DRA Benchmark Assessment Systems need to continue to be utilized for fiction text.

Imagine Learning consistent usage has a positive impact over English and Spanish language development.

GO! Math, ST Math, and Freckle Math data shows a positive increase on personalized learning experiences.

Columbia Teachers College Writing Unit Assessment data shows an increase in writing skills over time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	<p>% Below/Near/Above Standard</p> <p>All students (56): 44% / 50% / 5%</p> <p>Hispanic (45): 44% / 53% / 2%</p> <p>African American: N/A</p>	Increase or maintain student performance for each group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>White (6): 50% / 33% / 16% Two or More Races: N/A</p> <p>Eng. Learners (31): 54% / 45% / 0%</p> <p>SWD (4): 50% / 50% / 0%</p> <p>Low Income (43): 46% / 48% / 4%</p>	
<p>4th Grade Assessment: IAB Number & Operations MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (80): 25% / 53% / 21%</p> <p>Hispanic (63): 31% / 49% / 19%</p> <p>African American: N/A</p> <p>White (8): 0% / 75% / 25%</p> <p>Two or More Races: N/A</p> <p>Eng. Learners (39): 41% / 46% / 12%</p> <p>SWD (4): 50% / 25% / 25%</p> <p>Low Income (59): 28% / 49% / 22%</p>	<p>Increase or maintain student performance for each group.</p>
<p>5th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS</p>	<p>% Below/Near/Above Standard</p> <p>All students (66): 18% / 50% / 31%</p> <p>Hispanic (51): 21% / 49% / 29%</p> <p>African American: N/A</p> <p>White (7): 0% / 57% / 42%</p> <p>Two or More Races: N/A</p> <p>Eng. Learners (23): 30% / 69% / 0%</p> <p>SWD (12): 41% / 50% / 8%</p> <p>Low Income (50): 24% / 48% / 28%</p>	<p>Increase or maintain student performance for each group.</p>
<p>Reclassification Rate (County 14.9%)</p>	<p>Percent Reclassified: 16.9%</p>	<p>Reclassification Goal: Maintain or exceed current percentage rate.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will have the opportunity to participate in various site level, cross-grade level, cross-schools, cross-district networking, collaboration, planning and professional development opportunities focused on developing their skills in the area of Dual Language, and Multicultural Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries
Hourly, registration to PD, additional time,
contracted services for PD, travel and
conference, materials, stipends

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will have the opportunity to participate in various district and site level trainings, across-grade level, across-schools, across-district networking, collaboration, planning and professional development opportunities focused on developing their skills in the areas of language development and CCCSS ELA based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries
Hourly, registration to PD, additional time,
contracted services for PD, travel and
conference, materials, Additional hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will have the opportunity to participate in various district and site level trainings, across-grade level, across-schools, across-district networking, collaboration, planning and professional development opportunities focused on developing their skills in the areas of Computer Science and Digital Literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries
Hourly, registration to PD, additional time,
contracted services for PD, travel and
conference, materials, additional hourly

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will have the opportunity to participate in various district and site level trainings, across-grade level, across-schools, across-district networking, collaboration, planning and professional development opportunities focused on developing their skills in the areas of technology integration, tools and applications (e.g. personalized learning, blended learning, Hapara, and Google Apps for Education to monitor student progress and deliver instructional content).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

650

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries
Hourly, registration to PD, additional time,
contracted services for PD, travel and
conference, materials, additional hourly

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will have the opportunity to participate in various various district and site level trainings, across-grade level, across-schools, across-district networking, collaboration, planning and professional development opportunities focused on developing their skill in the area of CCCSS writing through the CTC writing Program and other supplementals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries Hourly, registration to PD, additional time, contracted services for PD, travel and conference, materials, additional hourly

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All teachers will have the opportunity to participate in various district and site level trainings, across-grade level, across-schools, across-district networking, collaboration, planning and professional development opportunities focused on developing their skill in the area of CCCSS Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,250

Source(s)

Title I PD
1000-1999: Certificated Personnel Salaries Hourly, registration to PD, additional time, contracted services for PD, travel and conference, materials, additional hourly

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Support Staff: With the support of the Principal, has responsibility for providing intervention and extra support to under-performing students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

53,099

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Salary and benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Computer Science Coach: Provides targeted support for teachers (CTTF).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Contract: CTTF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will have the opportunity to participate in various district and site level trainings, across-grade level, across-schools, across-district networking, collaboration, planning and professional development opportunities focused on developing their skills in the area Science- NGSS and other science supplementals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500

Title I PD
1000-1999: Certificated Personnel Salaries
Hourly, registration to PD, additional time,
contracted services for PD, travel and
conference, materials, additional hourly

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English Language Development Aide: Provides direct instructional support to EL students at ELPAC reading levels 1 through 3. Provides translation assistance for parent conferences and school communications. Assists with implementation of instructional technology for EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,588

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified salary and benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental copied materials from Print Shop: Instructional Materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,300

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Classroom and other school printing

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All BLA teachers are highly qualified.

Teachers collect student academic data using the following assessment tools: Fountas and Pinnell and DRA Benchmark Assessment Systems, Achieve 3000, Imagine Learning Enterprise, GO! Math, ST Math, Freckle and Columbia Teachers College Writing Unit Assessments, CAASPP and ELPAC data. An in depth understanding of Spanish-English transference of skills is also required to be able to meet this goal.

Data gathered through the above mentioned tools shows:

Fountas and Pinnell and DRA Benchmark Assessment Systems need to continue to be utilized to calibrate data obtained through Achieve 3000 for non-fiction text.

Fountas and Pinnell and DRA Benchmark Assessment Systems need to continue to be utilized for fiction text.

Imagine Learning consistent usage has a positive impact over English and Spanish language development.

GO! Math, ST Math, and Freckle Math data shows a positive increase on personalized learning experiences.

Columbia Teachers College Writing Unit Assessment data shows an increase in writing skills over time.

Other data analyzed include: PD Schedule for teachers, WOW curriculum implementation (principal observation and student work sample), student participation in Presentation Literacy, student participation in Computer Science and Digital Literacy, student participation in Spanish Language Proficiency assessment.

PD data for teachers shows an increase in participation, topics, availability and access to PD, personalized opportunities, collaboration and planning.

WOW curriculum implementation, through principal observation and student work sample, shows an increase.

Student participation in Presentation Literacy opportunities was sustained.

Student participation in Computer Science and Digital Literacy opportunities was sustained.

Student participation in Spanish Language Proficiency assessment started with 5th grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intervention position was not filled.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Maintain Intervention position as part of the plan.
Incorporate additional opportunities for intervention during and after school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Bostonia Language Academy's Health & Wellness Program continuously strives to create a healthy learning environment by promoting high student achievement through rigorous academic instruction while incorporating a strong discipline plan as well as nutritional, social-emotional, mental health and fitness strategies. The school's academic program also includes a focus on physical activities, health, gardening, nutrition and character education.

Identified Need

Staff collects data on school climate in the areas of suspension rate, absenteeism, and counselor case load. Some of the instruments that are utilized are Gallup Survey, CA Healthy Kids Survey (CHKS), parent surveys, referrals, and counselor logs.

Staff collect data on shared community and decision making by parents and other stakeholders through parent participation levels in SSC, ELAC, parent workshops, Parent University, and school events. While our overall absenteeism and suspensions percentages are lower than district and state averages, student behavior needs to continue to be a focus to decrease situations warranting suspension. Student absenteeism continues to be a primary concern. Continue to inform and educate parents and students on policies for foods and beverages made available to students (e.g., in classroom parties, classroom snacks brought by parents, other foods given as incentives).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 95.65%	Improve our attendance rate by 1%.
SI&A Report: Chronic Absenteeism Rate, State 9%	2017-2018: 5.66%	Decrease chronic absenteeism by 1%.
CA Dashboard 2016-2017 N/A	2017-2018: All students: Increased 1.8% Overall 8.5% Orange	
	English Learners: Orange Low Income: Orange SWD: Orange Homeless: N/A Foster Youth: N/A	
	Hispanic: Orange	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White: Orange Two or More Races: N/A African American: N/A	
Dashboard: Suspension Rate 2016-2017: All students: 0.2% Blue English Learners: Blue Low Income: Blue SWD: N/A Homeless: N/A Foster Youth: N/A Hispanic: Blue White: Blue Two or More Races: N/A African American: N/A	2017-2018: All students: Maintained -0.2% Overall 0% Blue English Learners: Blue Low Income: Blue SWD: Blue Homeless: N/A Foster Youth: N/A Hispanic: Blue White: Blue Two or More Races: N/A African American: N/A	Maintain suspension rate below district and state rate.
District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11	Student Gallup Results Engagement 4.28 Hope 4.41 Entrepreneurial 3.44 Career/Financial Literacy 3.10	Improve Student Gallup results by showing an increase in all areas.
District Gallup Results: Q00 3.74	Staff Gallup Results: Q00 3.86	Improve Staff Gallup results by showing an increase in overall score.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Counseling time and Guidance Tech to support all students as they develop positive physical, mental, and emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

75,670

Title I
1000-1999: Certificated Personnel Salaries
Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers continue to implement Sanford Harmony curriculum, including supplemental Character Education activities, to support with socio-emotional student needs. Students are celebrated through activities that include Lunch with the Principal, Lobo Shout-outs, Lobo Leadership and Jr. Coach opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,900

Title I PD
1000-1999: Certificated Personnel Salaries
Additional Hourly

500

Title I
1000-1999: Certificated Personnel Salaries
Additional Hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent involvement opportunities and events planned in collaboration with ELAC, SSC, PTA and other stakeholder groups to educate families and to promote the importance of a positive school climate, school attendance, character education, suspensions, health, physical education and wellness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1200

Title I
4000-4999: Books And Supplies

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Opportunity for parents to come to the school, meet their child/children's teacher(s), and hear about classroom instructional and behavioral goals, policies and procedures, etc. Begin to implement Student-Led Conferences, and Parent Team Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Title I
1000-1999: Certificated Personnel Salaries
Additional Hourly

500

Title I PD
1000-1999: Certificated Personnel Salaries
Hourly

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for students to apply, practice and extend their academic knowledge to gain proficiency by participating in extended day clubs during, before, and/or after school (Running Club, Service Club, Lobo Studio Club, Leadership Club, TedEd Club).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

Title I
1000-1999: Certificated Personnel Salaries
Hourly

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Supervision- Provide supervision for students during morning drop-off, student dismissal, breakfast, lunch and recess, and to ensure a safe and orderly campus environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,021

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Noon Duty: Hourly

300

Title I
2000-2999: Classified Personnel Salaries
Hourly

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Strategies and activities planned for this goal were implemented. Data shows improvement in all areas. Focus on ongoing improvement continues.

Staff collects data on school climate in the areas of suspension rate, absenteeism, and counselor case load. Some of the instruments that are utilized are Gallup Survey, CA Healthy Kids Survey (CHKS), parent surveys, referrals, and counselor logs.

Staff collect data on shared community and decision making by parents and other stakeholders through parent participation levels in SSC, ELAC, parent workshops, Parent University, and school events.

While our overall absenteeism and suspensions percentages are lower than district and state averages, student behavior needs to continue to be a focus to decrease situations warranting suspension. Student absenteeism continues to be a primary concern.

Continue to inform and educate parents and students on policies for foods and beverages made available to students (e.g., in classroom parties, classroom snacks brought by parents, other foods given as incentives).

Promoting overall health and well-being in our school includes the following services:

*Guidance- A school-wide focus on Positive Behavior and Supports Interventions that attend to socio-emotional and academic needs. Providing student support for unstructured times.

*Counseling- Individual counseling can be utilized to promote positive social and emotional development. Student Support/Counseling Groups consist of 3 to 8 students who share a similar problem they want to address (grief, divorce, bullying, diversity, deployment, friendship/social skills).

*Consultation- Consultation services are offered to school staff, parents, and students regarding a wide range of issues and potential issues. Parents and school personnel can gain information, skills, and assistance in helping students' personal, social, behavioral, and academic development.

*Crisis Counseling and Consultation- Consultation to students, school staff, and parents regarding immediate mental health services.

*Referrals to Outside Resources- Appropriate referrals are provided to various community resources.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A major difference between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal was the increase in services available to students, parents and teachers. These services were incremented via additional counseling time, and supervision and guidance support via the Guidance Technician and campus supervisors.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The above changes have now been incorporated to the new SPSA plan.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

Goal 3

All students will have access to instructional resources and technology that will allow them to demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies. Consistently, multiple data sets from state and local measures are disaggregated and analyzed by teachers to ensure that all students are en route to meet this goal as per grade level standards and local benchmarks.

Identified Need

Teachers collect student academic data using the following assessment tools: Fountas and Pinnell and DRA Benchmark Assessment Systems, Achieve 3000, Imagine Learning Enterprise, GO! Math, ST Math, Freckle and Columbia Teachers College Writing Unit Assessments, CAASPP and ELPAC data. An in depth understanding of Spanish-English transference of skills is also required to be able to meet this goal.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	:	
3rd Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (56): 44% / 50% / 5% Hispanic (45): 44% / 53% / 2% White (6): 50% / 33% / 16% Eng. Learners (31): 54% / 45% / 0% SWD (4): 50% / 50% / 0% Low Income (43): 46% / 48% / 4%	Goal: All students in grade 3 show at least a 3-5% increase in mathematics.
4th Grade Assessment: IAB Number & Operations MATHEMATICS	% Below/Near/Above Standard All students (80): 25% / 53% / 21%	Goal: All students: Have all students in grade 4 show at least 3% growth in mathematics with our whites and low-income

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Hispanic (63): 31% / 49% / 19% White (8): 0% / 75% / 25% Eng. Learners (39): 41% / 46% / 12% SWD (4): 50% / 25% / 25% Low Income (59): 28% / 49% / 22%	students in the bottom band making a 5% increase.
5th Grade Assessment: IAB Operations & Algebraic Thinking MATHEMATICS	% Below/Near/Above Standard All students (66): 18% / 50% / 31% Hispanic (51): 21% / 49% / 29% White (7): 0% / 57% / 42% Eng. Learners (23): 30% / 69% / 0% SWD (12): 41% / 50% / 8% Low Income (50): 24% / 48% / 28%	Goal: All Students: Have all students in grade 5 show at least a 3% increase in mathematics with Hispanic, white and low-income students in the bottom band making a 5% increase.
Reclassification Rate (County 14.9%)	Percent Reclassified: 16.9%	Reclassification Goal: Maintain or exceed current percentage rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implementation of English and Spanish Language assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Additional Hourly

500

Title I PD
1000-1999: Certificated Personnel Salaries
Additional hourly

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development to expand multicultural program component through art curriculum and other components that interconnects with various aspects of the program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

593

Title I PD
5800: Professional/Consulting Services And
Operating Expenditures
Travel and Conference

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After-school academic intervention learning opportunities are provided by teachers and support staff based on needs identified by data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

Title I
1000-1999: Certificated Personnel Salaries
Additional Hourly after school

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parents participate in school-wide events (i.e. Family Math Event, Family Reading Event, Art Family Event, Sanford Harmony Event, WOW family Event, and Family Tech Event). These events are planned to provide parents with tools and strategies to support students at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

850

Title I Parent Involvement
4000-4999: Books And Supplies
Supplies and Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Spanish Books for School and Classroom Libraries.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,829

Title I
4000-4999: Books And Supplies
Increase Spanish Library selection

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental classroom supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,778

Supplemental Concentration Funding
4000-4999: Books And Supplies

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional supplies and materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
Supplies and Material

Annual Review**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Instructional resources and technology that allows for students to demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies were implemented. For English Language Arts, these new resources include Achieve 3000, Smarty Ants, the ongoing use of IABs. For mathematics, these resources include a more systematic implementation of ST Math and Go Math additional resources, as well as making use of Freckle as a supplemental program. Local and state measures data disaggregation and analysis is conducted regularly to inform instruction and to establish short and long-term goals.

Teachers collect student academic data using the following assessment tools: Fountas and Pinnell and DRA Benchmark Assessment Systems, Achieve 3000, Imagine Learning Enterprise, GO! Math, ST Math, Freckle and Columbia Teachers College Writing Unit Assessments, CAASPP and ELPAC data. An in depth understanding of Spanish-English transference of skills is also required to be able to meet this goal.

Data gathered through the above mentioned tools shows:

Fountas and Pinnell and DRA Benchmark Assessment Systems need to continue to be utilized to calibrate data obtained through Achieve 3000 for non-fiction text.

Fountas and Pinnell and DRA Benchmark Assessment Systems need to continue to be utilized for fiction text.

Imagine Learning consistent usage has a positive impact over English and Spanish language development.

GO! Math, ST Math, and Freckle Math data shows a positive increase on personalized learning experiences.

Columbia Teachers College Writing Unit Assessment data shows an increase in writing skills over time.

Other data analyzed include: PD Schedule for teachers, WOW curriculum implementation (principal observation and student work sample), student participation in Presentation Literacy, student participation in Computer Science and Digital Literacy, student participation in Spanish Language Proficiency assessment.

PD data for teachers shows an increase in participation, topics, availability and access to PD, personalized opportunities, collaboration and planning.

WOW curriculum implementation, through principal observation and student work sample, shows an increase.

Student participation in Presentation Literacy opportunities was sustained.

Student participation in Computer Science and Digital Literacy opportunities was sustained.

Student participation in Spanish Language Proficiency assessment started with 5th grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Site had allocated funding for additional support in the area of math via a supplemental program. Purchase was not approved. In addition, site had allocated funding for a Spanish Language Development measure. The use of this measure had to be limited to 5th grade only and purchase was made by district.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The new SPSA includes funding for the purchase of Freckle as a Math supplemental, as well as, the purchase for Avant as a Spanish Language assessment measure for specific grade levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders.

Goal 4

Parents, and other stakeholders, have the opportunity to participate in decision making that helps shape the role of Bostonia Elementary in the larger community.

Identified Need

Based on our data, we see a continued need to increase parents and families connectedness to school. Our attendance results show we are consistently around 95% attendance rate. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment. Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. They also request to have greater access and a better understanding of school programs and curriculum, as well as tools to support at home. Parents want more timely communication with teachers, this communication needs to include positive news.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal	Number of parents at meetings: 15	Increase parent attendance.
School Site Council Meetings	Number of parents at meetings: 6	Maintain parent attendance and participation.
English Learner Advisory Meetings	Number of parents at meetings: 6	Increase parent attendance.
Title I Parent Meetings	Number of parents at meetings: 15	Increase parent attendance.
Parent Education Events	Number of parents at meetings: 8	Increase parent attendance.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 14 Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Through community partnerships, school site houses ESL and SSL classes for adults.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300

Supplemental Concentration Funding
5700-5799: Transfers Of Direct Costs
Supplemental materials printed at Print Shop:

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Liaison strengthens school-home communication and support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7,096

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Salary

3,179

Title I
2000-2999: Classified Personnel Salaries

	Salary
1,695	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Salary

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents, and other stakeholders, had multiple opportunities to participate in decision making that supports program refinement. Data gathered through Parent Gallup Survey, ELAC, SSC, Coffee with the Principal, PTA, DOLs, and other Parent Events is analyzed to ensure goals are being met and to plan for next steps.

We strive to increase the number of opportunities for parents and other stakeholders to participate in events and decision making by continuing or implementing the actions outlined below:

- * Parent needs assessment opportunities
- * Parent Involvement Policy
- * ELAC/SSC/PTA Agenda and Minutes
- * Website Use Report
- * Percentage of time spent on parent translations
- * Number of Twitter, Class Dojo, Facebook, Seesaw Followers
- * Number of Lobo Volunteers
- * Parent Events Sign-in Sheets

Parents had more opportunities to attend events at this school year: Curriculum Night, Title I Parent Meeting, Parent University and other Parent Education Events, TEDX Presentation, El Lobo Show, Demonstration of Learning, PTA Events, Coffee with the Principal, Brain Olympics Assembly, and Open House.

Based on our data, we see a continued need to increase parents and families connectedness to school. Our attendance results show we are consistently around 95% attendance rate. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support that include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment.

Parents report they need more opportunities to understand what their child is learning at school so that they can assist them at home. They also request to have greater access and a better understanding of school programs and curriculum, as well as tools to support at home. Parents want more timely communication with teachers, this communication needs to include positive news.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the 2018-2019 school year, we were able to exceed our goals in this area. Throughout the school year, Parent University and other parent educational events to equip parents with the needed resources to support at home were provided. With the support of the Family Liaison, new parent involvement opportunities were created. These included a Read with a Lobo Club, a Support our Lobo Teacher Club and Lobo Shout-outs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The new SPSA plan will include all of the above activities.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$126,825
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$223,798.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$106,978.00
Title I Parent Involvement	\$2,545.00
Title I PD	\$17,393.00

Subtotal of additional federal funds included for this school: \$126,916.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental Concentration Funding	\$96,882.00

Subtotal of state or local funds included for this school: \$96,882.00

Total of federal, state, and/or local funds for this school: \$223,798.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
	0	0.00
Supplemental Concentration Funding	\$96,882	0.00
Title I Parent Involvement	\$2,545	0.00
Title I	\$106,978	0.00
Title I PD	\$17,393	0.00

Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	96,882.00
Title I	106,978.00
Title I Parent Involvement	2,545.00
Title I PD	17,393.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	166,069.00
2000-2999: Classified Personnel Salaries	35,879.00
4000-4999: Books And Supplies	19,657.00
5000-5999: Services And Other Operating Expenditures	1,300.00
5700-5799: Transfers Of Direct Costs	300.00
5800: Professional/Consulting Services And Operating Expenditures	593.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	53,099.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	30,705.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	12,778.00
5700-5799: Transfers Of Direct Costs	Supplemental Concentration Funding	300.00
1000-1999: Certificated Personnel Salaries	Title I	96,170.00
2000-2999: Classified Personnel Salaries	Title I	3,479.00
4000-4999: Books And Supplies	Title I	6,029.00
5000-5999: Services And Other Operating Expenditures	Title I	1,300.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,695.00
4000-4999: Books And Supplies	Title I Parent Involvement	850.00
1000-1999: Certificated Personnel Salaries	Title I PD	16,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I PD	593.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	95,887.00
Goal 2	90,091.00
Goal 3	25,550.00
Goal 4	12,270.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Izela Jacobo	Principal
Marlene Paredes	Other School Staff
Diana Moreno	Classroom Teacher
Rosa Ramos	Classroom Teacher
Virginia Wilhite	Classroom Teacher
Alicia Cifuentes	Parent or Community Member
Shanelle Johnson	Parent or Community Member
Violet Lombera	Parent or Community Member
Francisco Montaña	Parent or Community Member
Arturo Gomez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.