

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 Global (TK-8)	37-67991-6037576	October 29th, 2020	November 17th, 2020

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. This provides all students with access to instructional goals given that focus of implementation is personalized to each student and their current progress. 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. As a result, a greater focus on student and parent engagement is needed.

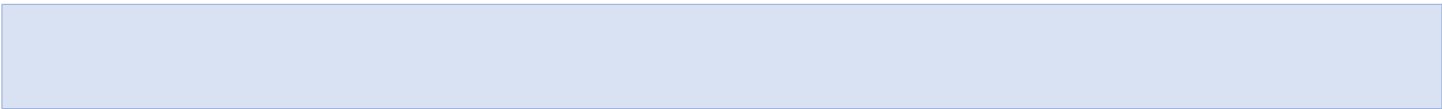


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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.

May, 2020 Parent Gallup Survey- Baselines- Total Number of Parents Responding to the Gallup Parent Survey was 108.

Fully Engaged 42%

Treated with Respect (School Environment) - Mean Score = 4.70

Leadership Creates a Trusting Environment - Mean Score = 4.53

Fall, 2019 Student Gallup Survey Results- Baseline- Total number of Students Responding the Gallup Student Survey was 72.

Engagement 61%

Hope 74%

I feel safe - Mean Score = 4.07

I have a great future ahead of me - Mean Score = 4.28

The adults at my school care about me - Mean Score = 3.93

May 2020 Staff Gallup Survey- Baseline- Total number of Staff Responding the Gallup Staff Survey was 42

Engaged %

Q3- Opportunity to do my best

Q7- Opinions Count

Q8- Mission/Purpose

Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Based on this data, identified needs are parent engagement opportunities, student support structures, and ensuring that staff have greater opportunities for collaborative engagement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Observational Protocol for Teachers of English Learners (OPTEL) is an observational protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2020 - 2021 school year.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

For the 19-20 school year, we identified a need for an assessment that produced sitewide data for K-2 students in ELA and Math. For the 19-20 school year we implemented ESGI, but found that the data is more meaningful at the individual student level. For the 20-21 school year, we will be using iReady to assess all students (K-8) to have more actionable data sitewide and to support progress monitoring of all students as well as student groups.

For the 19-20 school year we used Achieve 3000, and CAASPP Interim Assessments for ELA academic local assessment .

Based on this data, we observed a postive growth tendency between grade levels which is appropriate within the paramgters of dual language program. For the 19-20 school year, we identified a need for an assessment that produced sitewide data for K-2 students in ELA and Math. For the 19-20 school year we implemented ESGI, but found that the data is more meaningful at the individual student level. For the 20-21 school year, we will be using iReady to assess all students (K-8) to have more actionable data sitewide and to support progress monitoring of all students as well as student groups.

For the 19-20 school year we used CAASPP Interim Assessments for Math academic local assessment.

Based on this data, identified needs include supporting the 56% of students who are near grade level reaching grade level equivalence.

20-21 Local assessments include: iReady Diagnostic Assessment for ELA/Math, ESGI, CAASPP Interim Assessments

Due to school closures, end of year assessment did not occur leaving us with a gap in crucial data needed to begin to plan for the 20-21 school year. We found a need for a common diagnostic assessment to identify learning loss, and to support teachers in modifying instruction in order to improve student achievement in specific areas of need. We will be using this diagnostic data (three times a year) to evaluate student growth as well as program effectiveness.

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

* See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

For the 20-21 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use CAASPP Interim Assessments to monitor student progress. For the 20-21 school year, teachers will be able to utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, Spanish Language Arts, science, and English Language Development.

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badging, Academies, Staff Meetings, release time, Additional Planning Time

Professional learning areas include: English Learner Development, Spanish Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, New Materials Adoptions, Assessment

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources

How to effectively apply these resources in an online or blended environment.

Additional time to plan when initiating new instructional models

Based on teacher feedback, additional digital professional learning modules have been built around effective technology tools, asynchronous/synchronous learning, and the iReady program. These self based modules are always available so staff can access professional learning whenever needed.

Based on this data, identified needs are continued professional development, support, and accountability strategies to ensure effectiveness of programs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coach and District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Personal Finance, Presentation Literacy,, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

For the 20-21 school, teachers will be provided an hour of planning and meeting time each day.

Monday, Wednesday, and Friday will be teacher directed. Tuesdays and Thursdays will be principal directed. The purpose of this time is to allow teachers to collaborate around data, priority standards, and common student needs.

Based on professional learning data, staff asked for planning time and professional learning around online and blended environment instructional practices. Our leadership team will support this need by providing resources for teachers to explore during their planning time and during staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

For the 20-21 school year, district priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

English Language Arts, Mathematics, Social Studies and English Language Development is aligned with State Standards. The CVUSD School District is currently working on creating an Open Resource Science curriculum aligned to the State Standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, Imagine Learning English, iReady

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

With multiple learning options for 20-21 school year, all schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)
180 instructional minutes in TK/kindergarten.
230 instructional minutes in grades 1 to 3
240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
Spanish Language Arts/SLD	
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Spanish Language Arts/SLD	
Mathematics	Houghton Mifflin "Go Math"
Science	Holt, California Science
Social Studies	Teacher's Curriculum Institute "History Alive"

In order to meet the need for NGSS Science aligned curriculum. "Amplify Science" is the process of being board adopted as core curriculum middle school science.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

- iReady ELD
- iReady Math
- School Counselor
- Community Liaison
- Special Education Classroom Assistant

Additional Resources needed include a second school counselor, an Assistant principal, and greater SECA support.

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Number Talks & Problem Solving
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI)
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment
School Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Due to COVID19, the district implemented the parent communication platform, Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process , Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach
School Counselor
Community/Parent Liaison
Bilingual Facilitator
Newcomer Teacher
Professional Development
Support Teachers
After-school Tutoring

Additional Resources needed include a second school counselor, an Assistant principal, and greater SECA support.

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration Funds

Educational Partner 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 October 26th, 2020 was the culminating input meeting 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 October 29, 2020 was the accumulating input meeting 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. Our 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 keep “strategies/activities” that show student growth

B. We refine “strategies/activities” that shows minimal growth, but progress

C. We eliminate an “strategies/activities” 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. Leadership Team: This committee meets monthly and advises the principal on school events, professional development, school vision, mission and branding.

4. School Advisory Team: This committee meets monthly and advises the principal on school logistics, policies and procedures

5. Engagement Team: This committee meets by-monthly and is comprised of administration, counselors, site liaison, OAI and EL Facilitator. The team focuses on student engagement, attendance and overall student support.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	%	2		
African American	4.2%	%	%	35		
Asian	0.2%	%	%	2		
Hispanic/Latino	79.7%	%	%	672		
White	9.7%	%	%	82		
Multiple/No Response	2.0%	%	%	17		
Total Enrollment				843		

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	143		
Grade 1	103		
Grade 2	122		
Grade3	109		
Grade 4	99		
Grade 5	69		
Grade 6	90		
Grade 7	58		
Grade 8	50		
Total Enrollment	843		

Conclusions based on this data:

1. We continue to be a richly diverse community of learners with a variety of needs. We have had an increase of 100 Latinos and 14 white students, over the last three years. This presents a need to ensure that curriculum and delivery of instruction is culturally responsive and meets the needs of individual students.
2. Though our overall enrollment has increased by 62 students over the last three years we have noticed that our enrollment fluctuates throughout the year. At any given time, we are dropping and adding from 3-5 students monthly. The transient nature of our population is related to poverty, rent shopping, and parents needing to find work or move in with family.
3. The data shows a fluctuation in enrollment each year between third, fourth, and fifth grade. This presents a need for goals to increase our family and community engagement opportunities in these grade levels in order to retain these

students. We must create a sense of connectedness that has a positive impact on student learning and achievement.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	320			38.00%		
Fluent English Proficient (FEP)	104			12.30%		
Reclassified Fluent English Proficient (RFEP)	15			4.7%		

Conclusions based on this data:

1. The number of students identified as Reclassified Fluent English Proficient has decreased from 16.9% to 4.3% in 2019 - 2020. Although this is likely due to the shift in school size, an identified need from this data is to further explore why our reclassification rates have dropped and to improve reclassification rates.
2. Teachers will continue to participate in data analysis activities during collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills.
3. As our enrollment has increased so has our English Learner enrollment, from 227 to 265. Teachers will continue to participate in data analysis activities during the collaboration for English Learners and then design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills. Our instructional coach will model and provide feedback to teachers related to lesson delivery and student progress on goals.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	106			0			0			0.0		
Grade 4	97			0			0			0.0		
Grade 5	69			0			0			0.0		
Grade 6	91			0			0			0.0		
Grade 7	58			0			0			0.0		
Grade 8	49			0			0			0.0		
All Grades	470			0			0			0.0		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. Our goal has been to increase the number of students tested each year, for the 18-19 school year, we increased our percentage tested in all grade levels. Our overall % of students tested increased from 97.3% to 100%.
2. Reading and Writing continue to be the areas of greatest need, with 45% of Bostonia students at/near or above standard in Reading and 45.83% in Writing. This trend is within contexts of a dual language program given that language of instruction is primarily in Spanish. Continued focus on implementing supportive language instruction and providing appropriate supports is a primary focus this upcoming year.
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	106			0			0			0.0		
Grade 4	97			0			0			0.0		
Grade 5	69			0			0			0.0		
Grade 6	91			0			0			0.0		
Grade 7	58			0			0			0.0		
Grade 8	49			0			0			0.0		
All Grades	470			0			0			0.0		

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. Bostonia students were lowest in the area of Concepts & Procedures with 65.69% of students at/near and above standard. Bostonia students were most successful in Communicating and Reasoning with 74.47% at/near and above standard.
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. Further analysis is done on an ongoing basis by grade level teams/teachers to identify and address specific concepts and skills in which students need more explicit instruction and/or practice.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1401.2			1423.5			1349.2			39		
1	1414.9			1445.2			1384.0			33		
2	1470.4			1467.1			1473.4			48		
3	1494.0			1501.4			1486.2			47		
4	1504.6			1511.8			1496.9			42		
5	1520.2			1522.0			1517.9			25		
6	1505.3			1507.7			1502.3			26		
7	1534.4			1547.4			1520.9			23		
8	1546.9			1564.1			1529.2			11		
All Grades										294		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.13			20.51			51.28			23.08			39		
1	6.06			21.21			33.33			39.39			33		
2	8.33			50.00			25.00			16.67			48		
3	12.77			42.55			34.04			10.64			47		
4	14.29			47.62			28.57			9.52			42		
5	16.00			36.00			36.00			12.00			25		
6	3.85			42.31			30.77			23.08			26		
7	17.39			39.13			30.43			13.04			23		
8	27.27			27.27			27.27			18.18			11		
All Grades	10.88			37.76			33.33			18.03			294		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.26			38.46			30.77			20.51			39		
1	21.21			33.33			21.21			24.24			33		
2	20.83			41.67			25.00			12.50			48		
3	36.17			51.06			6.38			6.38			47		
4	40.48			35.71			16.67			7.14			42		
5	48.00			40.00			0.00			12.00			25		
6	19.23			57.69			11.54			11.54			26		
7	34.78			43.48			17.39			4.35			23		
8	45.45			18.18			36.36			0.00			11		
All Grades	28.91			41.50			17.69			11.90			294		

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			5.13			61.54			33.33			39		
1	3.03			12.12			21.21			63.64			33		
2	10.42			37.50			22.92			29.17			48		
3	4.26			19.15			48.94			27.66			47		
4	0.00			23.81			35.71			40.48			42		
5	4.00			20.00			48.00			28.00			25		
6	0.00			3.85			53.85			42.31			26		
7	0.00			30.43			39.13			30.43			23		
8	0.00			27.27			36.36			36.36			11		
All Grades	3.06			20.07			40.48			36.39			294		

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38			76.92			7.69			39		
1	36.36			45.45			18.18			33		
2	25.00			64.58			10.42			48		
3	34.04			57.45			8.51			47		
4	45.24			47.62			7.14			42		
5	24.00			72.00			4.00			25		
6	15.38			61.54			23.08			26		
7	13.04			69.57			17.39			23		
8	18.18			72.73			9.09			11		
All Grades	27.21			61.56			11.22			294		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69			61.54			30.77			39		
1	12.12			54.55			33.33			33		
2	22.92			66.67			10.42			48		
3	51.06			44.68			4.26			47		
4	40.48			54.76			4.76			42		
5	60.00			28.00			12.00			25		
6	73.08			15.38			11.54			26		
7	69.57			26.09			4.35			23		
8	54.55			45.45			0.00			11		
All Grades	39.12			47.62			13.27			294		

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			69.23			30.77			39		
1	3.03			33.33			63.64			33		
2	18.75			54.17			27.08			48		
3	10.64			57.45			31.91			47		
4	7.14			50.00			42.86			42		
5	16.00			64.00			20.00			25		
6	0.00			30.77			69.23			26		
7	8.70			30.43			60.87			23		
8	27.27			18.18			54.55			11		
All Grades	9.18			49.32			41.50			294		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.56			41.03			56.41			39		
1	9.68			22.58			67.74			31		
2	14.89			46.81			38.30			47		
3	6.38			72.34			21.28			47		
4	2.38			71.43			26.19			42		
5	4.00			80.00			16.00			25		
6	0.00			80.77			19.23			26		
7	4.35			86.96			8.70			23		
8	0.00			90.91			9.09			11		
All Grades	5.84			61.86			32.30			291		

Conclusions based on this data:

1. Approximately 43% of Bostonia Language Academy's students are EL's or RFEP. Bostonia Language Academy is committed to providing students with a dual language immersion program providing a classroom setting for English learners in which nearly all classroom instruction is provided in their L1 but with a curriculum and presentation designed for pupils who are learning both Spanish and English.
2. 51.61% of the English learners at Bostonia Language Academy are performing at Level 1 or 2 in the Overall Language section. This is due to the number of students that are brand new to the United States. These students are identified as at risk. Funding will be allocated to provide additional language development support for these students to ensure that they acquire proficiency in English as rapidly and effectively as possible. 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. To ensure that English learners, within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students, Bostonia Language Academy will create consistency in instruction for English learners by prioritizing English language arts and English language development teams. Bostonia Language Academy will ensure that English learners are receiving instruction in the area of English language arts and English language development from the same instructor. This will provide consistency in instruction and strengthen teacher student relationships.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Bostonia Global (TK-8).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. The Socioeconomically Disadvantaged student population is 68%. With the number of families identified within the criteria, 100% provides both a Breakfast and Lunch program for our students.

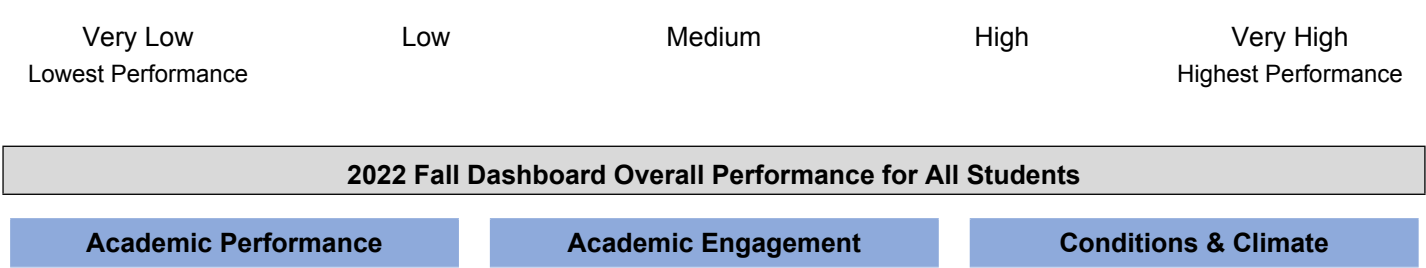
2. Students with disabilities are 8.9% of the total enrollment and continue to be a student group that has identified need with academic performance and chronic absenteeism based on the Fall 2019 Dashboard.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Conclusions based on this data:

1.

With ELA in Yellow, it is abundantly clear that we have systematic work to do. With our population there are many factors at play. One factor is ensuring all students' fundamental needs are met, so they can learn and thrive. We have hired a full time counselor, assistant principal, and a full time programs facilitator to support this effort.
2.

Chronic absenteeism is in the green performance level. Bostonia Language Academy will continue to increase engagement and personalize intervention plans in a Multi-Tiered System of Support. Bostonia certificated staff will analyze data, design and modify interventions to deliver effective and relevant instruction. Teachers will also shift to an advisory role to track students progress and focus on teacher student relationships. This will build a base to increase attendance and keep students engaged.

3. We are in Green in the area of suspension. This is due to the work of the staff with incorporating an effective PBIS Model, positive students supports such as an awards assemblies, expectation assemblies, and systematic positive supports to create a safe school. Bostonia's staff is committed to creating an environment where students are happy, healthy and on a path to gainful employment. We also proudly implement SEL strategies, presentation literacy and World of Work to facilitate engagement and personalize instruction for students. Our PBIS team is committed to continue honing interventions and revising the SST process so that all needs are met and learning thrives. Suspensions do not solve the problems that are underlying, we remain committed to intervening before suspension is necessary. Our action goals will reflect supports for the counselor, principal, assistant principal, programs facilitator, and teachers to reward and encourage students.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low

Low

Medium

High

Very High

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

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. Our English Learners are 22.5 points below standard with an increase of 6.7 points as a current English Learner or Reclassified EL. English Only students have maintained their current levels with students scores 56.7 points above standards. We will continue our interventions for EL's consisting of Fountas and Pinnell, Imagine Learning, Read Naturally and signs for sounds and implementation of GLAD strategies. Plans should include professional development in planning and implementing researched based approaches to teaching English Learners and accountability for implementation.
3. White students declined 11.7 points and socioeconomically disadvantaged students declined 27.5 points. Both need strategic, intentionally differentiated and rigorous instruction. These two subgroups declined more than other subgroups.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low

Low

Medium

High

Very High

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. Socioeconomically disadvantaged students at 21 points below standard and English Learner students at 29.3 points below standard need the most support with mathematics. We need to expand on cognitively guided instruction for mathematics and add more teachers who are able to provide intervention for at risk students
2. In the area of Students with Disabilities although we are 84.2 points below standard, we had a increase in of 4.6 points. Administration will continue to collaborate with SPED teachers to critically analyze needs and address progress.

3. Though we maintained in the yellow performance level there was a decline in our English Learners who decreased by 10.5 points. This is similar to to the decline of current Reclassified English Learners with an decrease of 6.1 points.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

making progress towards English
language proficiency

Number of EL Students:

Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

**Decreased
One ELPI Level**

**Maintained ELPI Level 1,
2L, 2H, 3L, or 3H**

**Maintained
ELPI Level 4**

**Progressed At Least
One ELPI Level**

Conclusions based on this data:

1. With 195 EL students we need to teach intentional language development lessons and have daily dedicated ELD time.
2. 31.2% have maintained at ELPI Level 1, 2L, 2H, 3L, or 3H with many students needing additional support in writing and reading. We will continue to intentionally plan for language development within our integrated units and designated ELD time and rotations. Frequent data collection on student progress using their reading lexile will assist us in designing personalized language development plans for students.
3. 38.9% of the English Learner students at Bostonia Language Academy have progressed a minimum of one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High

High

Medium

Low

Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Three subgroups have declined in chronic absenteeism: Two or More Races subgroup with a decline of 7.5%(blue range), Students with Disabilities subgroup with a decline of 4% (yellow range), and English Learners subgroup with a significant decline of 1.1% (green range).
2. Chronic absenteeism is a problem in two subgroups with 1 falling in the orange range and 1 in the yellow range. Our school counselor will continue to connect and provide resources for families.
3. Students with disabilities are 112.7% and Socioeconomically Disadvantaged students are 9.5% chronically absent. This is higher than any other subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High

High

Medium

Low

Very Low

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. We slightly increased our suspension rate this year. We are in the green performance area for all students. Our overall score was 0.5% of our students who were suspended. This is due to teachers use of GLAD and PBIS strategies and effectively planning to meet students needs.
2. The highest number of suspensions are among students who are Two or More Races at 1.6% and Students with Disabilities at 1.4%. We need to continue systematically planning for our social emotional learning as a means to support all students.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	35	41	43
Tier 3 % of students (Two or More Grade Levels Below)	27	38	33

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	31	35
Tier 3 % of students (Two or More Grade Levels Below)	50	62	56

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	36	40	44
Tier 3 % of students (Two or More Grade Levels Below)	33	44	37

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	33	17	21

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	52	74	70

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Black or African American	Tier 2 % of students (One Grade Level Below)	34	46	49
	Tier 3 % of students (Two or More Grade Levels Below)	24	34	27
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	38	50	48
	Tier 3 % of students (Two or More Grade Levels Below)	22	32	28

Conclusions based on this data:

1.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)

21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	40	40
English Learner % of Students On Track to Meet Typical Growth Goal	36	45
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	39	45
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	34	43

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	--	--
Black or African American % of Students On Track to Meet Typical Growth Goal	41	62
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	34	42

Conclusions based on this data:

1.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	49	51
Tier 3 % of students (Two or More Grade Levels Below)	23	41	31

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	41	42
Tier 3 % of students (Two or More Grade Levels Below)	36	58	49

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	48	47	51
Tier 3 % of students (Two or More Grade Levels Below)	26	45	34

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	41	23	22

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	45	71	68

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Black or African American	Tier 2 % of students (One Grade Level Below)	67	51	71
	Tier 3 % of students (Two or More Grade Levels Below)	19	49	21
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	53	55	53
	Tier 3 % of students (Two or More Grade Levels Below)	16	33	26

Conclusions based on this data:

1.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)

21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	33	48
English Learner % of Students On Track to Meet Typical Growth Goal	35	49
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	33	48
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	31	43

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	--	--
Black or African American % of Students On Track to Meet Typical Growth Goal		56
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal		42

Conclusions based on this data:

1.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	44	48	8
19-20 Parent Survey	42	52	6
20-21 Parent Survey	43	50	7
21-22 Parent Survey	31	54	15

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.02	74	26
I feel proud to be a parent at my child's school.	4.33	85	15
This school is perfect for my child.	4.11	76	24

Conclusions based on this data:

1.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	72	28	
19-20 Student Survey	61	39	
20-21 Student Survey	50	50	
21-22 Student Survey	33	36	31

Gallup Student Engagement Items

2021-22 Mean Scores	Bostonia Global (TK-8) Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	3.67	3.89
At this school, I get to do what I do best every day	3.13	3.55
My teachers make me feel my schoolwork is important	3.76	4.01
I feel safe in this school.	3.48	3.84
I have fun at school.	3.70	3.77
I have a best friend at school	4.48	4.44
In the last seven days, someone has told me I have done good work at school.	3.24	3.58
In the last seven days, I have learned something interesting at school.	3.44	3.82
The adults at my school care about me.	3.61	3.91
I have at least one teacher who makes me excited about the future.	3.99	4.02

Bostonia Global (TK-8)

Conclusions based on this data:

1.

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

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a modern curriculum that will prepare them for a World of Work, based on their strengths, interests, and values. By June 20-21, all teachers will receive 3 hours of professional learning in modern curriculum (computer science, world of work, presentation literacy, and/or SEL) and will collaborate to integrate modern curriculum into their classroom instruction.

By the 21-22 school year, our goal is to increase reclassification rates by 15% for students placing at a Level 4 on ELPAC and reduce our # of LTEL students by 10%.

By June 20-21, Ed Specialists and General Education teachers will collaborate to ensure all students are gaining access to instructional materials with real-world applications and are participating in strength-based conversations as indicated through monthly meeting notes.

Identified Need

After reviewing Bostonia Language Academy's California Dashboard and local data an identified area of need is the reclassification of our LTEL population. Out of 256 students who are English Learners 79 are LTELS. To reclassify these students we will work with the site English Language Facilitator, district ELDA support, provide targeted ELD instruction within the classroom and our site liaison to provide additional support with English reading skills. We will focus on helping students understand English phonics, and the strategies necessary to become proficient English readers.

After analyzing Bostonia Language Academy's School's Gallup Student Data two identified areas of need are Career and Financial Literacy with an overall Grandmean of 3.06 and Entrepreneurial Aspiration with an overall Grandmean of 2.79. To accomplish our goal is that by 20/21. teachers will incorporate Modern Curriculum into their classroom daily for at least 50 minutes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Learning: Modern Curriculum	In 19/20, 3 Staff Members received training in Modern Teacher, "Architect of a Learner".	In 20/21, All Staff Members will receive training in Modern Teacher, "Architect of a Learner".
Gallup Student Data	19/20 Student Engagement 75% Career and Financial Literacy - 3.06 Entrepreneurial Aspiration - 2.79	20/21 Student Engagement 77% Career and Financial Literacy - 3.5 Mean Score Entrepreneurial Aspiration - 2.79 Mean Score

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LTEL Data	2019-2020: 57.4% EL students are at risk of becoming LTEL's in grades 4/5 2020-2021: 2021-2022:	2020-2021: 50% EL students are at risk of becoming LTEL's in grades 4/5 2021-2022 2022-2023
CAASPP Overview Indicators	2018-2019: English Learners - 22.5 points below standard 2019-2020: Testing Canceled 2020-2021: 2021-2022:	2020-2021: English Learners - 15 points below standard 2021-2022: 2022-2023:
RIASEC	In 19/20 120 students completed the RIASEC test	In 20/21, ALL of students completed the RIASEC test
79 LTELS	As of 10/15/20, there are 79 English Language learners that are considered LTELs.	By 20/21, LTEL numbers will decrease from 79 to 70.
Classroom Observations - Targeted Designated ELD and Language Acquisition	In 19/20, 100% of teachers had designated ELD in their schedules.	By 20/21, 100% of teachers will continue to have designated ELD in their schedules, but will collaborate with other content to form seamless connections. Designated ELD will connect with modern curriculum as measured by classroom observations.

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)

Students to be served: All Students

Strategy/Activity

Instructional Coach will create units that integrate modern curriculum and universal design learning principals to ensure all students have access.

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)

135120

Title I
1000-1999: Certificated Personnel Salaries
Title I Coach

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students to be Served: Long Term English Learners

Strategy/Activity

Student success teams will meet to discuss students at risk of LTEL status , students who are chronically absent, and/or students that are not making growth as indicated by iReady diagnostic 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)

Source(s)

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

Assistant Principal will provide support to newcomers, facilitate training on best practices for ELLs, counsel families on the importance of attendance, assists principal in design, prep, and facilitation of site professional development designed to support and increase student academic performance and language acquisition.

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)

75000

S/C
1000-1999: Certificated Personnel Salaries
Assitant Principal (.5)

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

After school enrichment opportunities for underserved students to participate in arts, presentation literacy, and other enrichment clubs to increase depth of knowledge of World of Work.

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)

8000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Teacher additional release time after school -
Presentation Literacy/WoW/TED/Clubs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students to be Served: All Students

Strategy/Activity

All staff will receive professional learning in Cajon Valley Modern Curriculum through Modern Teacher.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By May 2021, Bostonia Language Academy will increase parent, staff and student engagement by 10% as measured by the annual Gallup surveys. By January 2021, all classrooms will implement social emotional curriculum daily during Advisory or Modern Curriculum time. By June 2021, Chronic Absenteeism of all students will decrease from 7.6% to 5.0%, with a focus on decreasing absenteeism for English language learners.

Identified Need

After reviewing Bostonia Language Academy Gallup Data for Parents, Students and Staff, the California Dashboard and local data in our needs assessment there are few areas of need for the 2020-2021 school year. In the May, 2020 Parent Gallup Survey 42% reported to be Fully Engaged. This left nearly half of our parent community who reported of being Indifferent or Actively Disengaged. In the Fall, 2019 Student Gallup Survey 61% were Fully Engagement again leaving almost half of our student population in the Indifferent or Disengaged category. In the May 2020 Staff Gallup Survey 58% reported to be Fully Engaged. In the California Dashboard Bostonia scored in the yellow and orange performance level in Chronic Absenteeism in several subgroups, but primarily increased in Socioeconomically disadvantaged, student with disabilities, White and 2 or More Races subgroup.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gallup Staff Survey Gallup Student Survey Gallup Parent Survey	19/20 Staff Engagement 42% Student Engagement 61% Parent Engagement 58%	20/21 Staff Engagement 50% Student Engagement 85% Parent Engagement 61%
California Dashboard: Academic Engagement Chronic Absenteeism Zangle: Chronic Absence, Excessive Absence and Students with 3 or more absences.	19/20 Overall Chronic Absence Rate 7.6% English Learner Chronic Absence Rate 8.3%	20/21 Decrease Chronic Absence Rate to 5.0% Decrease EL Chronic Absence Rate 7.0%
Classroom Schedule	19/20	20/21

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Evaluation - 45 minutes of Modern Curriculum on their class schedule.	15% of Teachers include Modern Curriculum on their class schedule.	Jan 2021, 100% of all teachers will have at least 45 minutes of Modern Curriculum on their class schedule.
Parent Engagement Workshops	19/20 Community Liaison and Staff offered 9 World of Work Workshops	20/21 Community Liaison and will offer: <ul style="list-style-type: none"> • 9 World of Work Workshops • 9 Parent Education Workshops • 5 Wellness Workshops
Parent ELAC Attendance	2019-20 Average number of parents attending ELAC meetings = 8	2020-21 Average number of parents attending ELAC meetings = 10

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)

Students to be served: English Learners, Socioeconomically Disadvantaged

Strategy/Activity

In order to decrease chronic absenteeism and improve student engagement for at risk students, a full time counselor will be needed to provide small group and 1:1 support to students. This counselor will also provide professional learning and resources for all staff to support implementation of SEL curriculum. This counselor will target our English Language Learner population as we have found this student group has higher Chronic Absenteeism.

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)
60530	Title I 1000-1999: Certificated Personnel Salaries Counselor .80 FTE
39000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students to be Served: English Learners

Strategy/Activity

In order to ensure English Language learners have access to core and modern curriculum, an instructional coach will provide professional learning to all teachers around GLAD strategies. The coach will track data and will advocate for all English Learners to ensure they are making progress. The coach will support teachers with digital curriculum, print materials, and instructional 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)

10740

Title I
4000-4999: Books And Supplies
Digital Online Resources

23434

S/C Carryover
4000-4999: Books And Supplies
Digital Online Resources

10000

S/C
4000-4999: Books And Supplies
Instructional Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students to be Served: All Students

Strategy/Activity

Our staff, including our community liaison, will increase parent connection to the school community, as well as, to their child's educational experience in order for parents to be able to support their child socially, emotionally, and academically. We will achieve this through:

A school wide Exhibitions

A school wide Spring Expo

Monthly Student Cultural Assemblies

Grade level parent activities after school

Increasing parent contact regarding student's individualized needs

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)
12000	Title I 2000-2999: Classified Personnel Salaries Community Liason
10000	Title I 4000-4999: Books And Supplies Instructional Supplies
6084	Title I 4000-4999: Books And Supplies Culture and Morale
3000	Title I 4000-4999: Books And Supplies Print Shop

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

In order to provide students with proper first aide and inform parents of any injuries, as well as, follow up on immunization requirements and medications, Bostonia has employed a 6 hour Health Assistant Monday-Friday.

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)
20235	Title I 2000-2999: Classified Personnel Salaries Health Aid Additional Support

Annual Review

SPSA Year Reviewed: 2022-23

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

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2021, Bostonia Language Academy will improve academic achievement in ELA from 22.08% meeting standard to 25% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 80% of students are making Typical Growth and 60% of students are making their stretch growth goals. In addition, 75% of English Language Learners will meet their stretch growth on iReady Diagnostic assessments, and overall ELA performance on CAASPP will increase from 7.87% to 10.87% meeting standard. 31.94% of Bostonia students met/exceeded standard in Math, a decrease of 3.49% from 2018.

Identified Need

It is clear that we need to make ELA development a focus at Bostonia. One factor is ensuring all students' fundamental needs are met, so they can learn and grow academically, socially and emotionally. Another factor is prioritizing ELA as a site to improve student achievement in this content area. Grade level teams, facilitator, reading intervention teacher and administration will meet on an ongoing basis to analyze data, inform instruction and monitor progress to streamline success for students in the area of ELA. Bostonia certificated staff will analyze data, design and modify interventions to deliver effective and relevant instruction. Teachers will also shift to an advisory role to track students progress and focus on teacher student relationships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data: Percentage of students at or above grade level. Percentage of students meeting their individual stretch growth goals	As of October 16, 27% of students are at or above grade level on Diagnostic #1.	30% of students are at or above grade level on Diagnostic #2 32% of students are at or above grade level on Diagnostic #3
iReady Diagnostic Assessment Data: Student Group - EL 30 Percentage of students at or above grade level.	As of October 16, 30% of students who are EL are at or above grade level on Diagnostic #1. We are currently in the process of disaggregating data for	32% of students who are EL are at or above grade level on Diagnostic #2 34% of students who are EL are at or above grade level on Diagnostic #3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22 Percentage of students meeting their individual stretch growth goals	English Learners in iReady.? This data will be available in November 2020 for analysis.?	On Diagnostic #3, ??% of students who are EL will reach their stretch growth goals. We are currently in the process of disaggregating data for English Learners in iReady. This data will be available in November 2020 for analysis.
CAASPP Overall Achievement ELA	On the 18/19 CAASPP Assessment, 33.33% of all students are at or above grade level in ELA.	On the 20/21 CAASPP Assessment, 35% of all students are at or above grade level in ELA.
CAASPP Overall Achievement ELA English Learners	On the 18/19 CAASPP Assessment, English Language Learners scored 81.6 points below standard in ELA.	On the 20/21 CAASPP Assessment, English Language Learners will score 79.2 points below standard in ELA.
CAASPP Overall Achievement Math English Learners	On the 18/19 CAASPP Assessment, English Language Learners scored 60.6 below standard in Math.	On the 20/21 CAASPP Assessment, English Language Learners will score 58.8 below standard in Math.
CAASPP Overall Achievement Math	On the 18/19 CAASPP Assessment, 18.41% of all students are at or above grade level in Math.	On the 20/21 CAASPP Assessment, 20.74% of all students are at or above grade level in Math.
Fountas and Pinnell Trimester Data: Percentage of students making growth in one or more levels.	19/20 73% of students made growth of one or more levels from 19/20 Assessments.	By trimester 3, 80% of students will have made growth of one or more levels.

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)

Students to be served by this Strategy/Activity: All

Strategy/Activity

All teachers will deliver targeted reading instruction in small groups to all students and engage in regular progress monitoring and administer the iReady 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)	Source(s)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: English Learners, Socioeconomically Disadvantaged

Strategy/Activity

Funding: Intervention Teacher & ELDA's
Based on data from the iReady diagnostic assessment our reading intervention teacher/ELDA's will deliver weekly evidence based intervention to cohorts of EL students who are in grades 2 and 3 who are not reading at grade level using iReady lessons.

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)
46926	Title I 1000-1999: Certificated Personnel Salaries Intervention Teacher - ELA/SLA
4422.52	Title I 1000-1999: Certificated Personnel Salaries .50 FTE ELDA

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All

Strategy/Activity

Targeted ELA and Math Intervention provided through before/after school tutoring

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)
5000	Title I 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students to be Served by this Strategy/Activity: All

Strategy/Activity

Professional Development for teachers to support students with PBL, ELA/SLA, GLAD, CGI, Design Thinking

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)

35250

Source(s)

Title I Carryover
5800: Professional/Consulting Services And
Operating Expenditures
Professional Consulting

1578

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

Annual Review

SPSA Year Reviewed: 2022-23

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.

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	\$380,312.00
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	\$506,319.52

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	\$362,635.52
Title I Carryover	\$35,250.00

Subtotal of additional federal funds included for this school: \$397,885.52

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 (\$)
S/C	\$85,000.00
S/C Carryover	\$23,434.00

Subtotal of state or local funds included for this school: \$108,434.00

Total of federal, state, and/or local funds for this school: \$506,319.52

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
S/C	115,938.00	30,938.00
S/C Carryover	20,628.00	-2,806.00
Title I	355,102	-7,533.52
Title I Parent Involvement	4,751.00	4,751.00
Title I Carryover	20,459.00	-14,791.00

Expenditures by Funding Source

Funding Source	Amount
S/C	85,000.00
S/C Carryover	23,434.00
Title I	362,635.52
Title I Carryover	35,250.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	329,998.52
2000-2999: Classified Personnel Salaries	71,235.00
4000-4999: Books And Supplies	63,258.00
5800: Professional/Consulting Services And Operating Expenditures	36,828.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	75,000.00

4000-4999: Books And Supplies	S/C	10,000.00
4000-4999: Books And Supplies	S/C Carryover	23,434.00
0001-0999: Unrestricted: Locally Defined	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	254,998.52
2000-2999: Classified Personnel Salaries	Title I	71,235.00
4000-4999: Books And Supplies	Title I	29,824.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,578.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Carryover	35,250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,120.00
Goal 2	195,023.00
Goal 3	93,176.52

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:

School Principal

Classroom Teachers

Name of Members	Role
Nerel Winter	Principal
Danielle Weatherford	Parent or Community Member
Alex Zenteno	Parent or Community Member
Stacie Hoover	Parent or Community Member
Lina Mohi	Parent or Community Member
Wendy Castillo	Classroom Teacher
Gaby Meier	Classroom Teacher
Jessenia Robles	

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.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.


The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/26/2020.

Attested:

	Principal, Vanessa Rocha Jimenez on 11/4/2020
	SSC Chairperson, Daniel Weatherford on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019