

The Single Plan for Student Achievement

School: Bostonia Language Academy
CDS Code: 37-67991-6037576
District: Cajon Valley Union School District
Principal: Izela Jacobo
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

The translation of this document in Spanish or Arabic will be provided upon request. For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Bostonia Language Academy's Vision and Mission Statements

Our Vision

As a community, we prepare our students to be multilingual, multiliterate, and multicultural global citizens.

Our Mission

The Language Academy provides a creative learning environment where strengths and individuality are respected and students are encouraged to apply knowledge learned utilizing innovative methods.

Our Guiding Principles-

As a multilingual, multiliterate, and multicultural community we:
help others become successful and responsible citizens of the world
nurture diverse skills and personalities
welcome and inspire creative ideas
work as a team to innovate and solve real world problems
exhibit positive attitudes and high expectations
promote the development and pride of competencies for all

We are a community!

School Profile

Bostonia Language Academy is located in El Cajon and is one of 28 schools in the Cajon Valley Union School District (CVUSD). Bostonia School serves approximately 544 students in grades TK through 5. Bostonia school also serves an additional 32 students enrolled in the State Preschool Program.

The Bostonia Elementary student body continues to be comprised of a diverse group of learners, including a significant population of English Learners (41%). The Hispanic/Latino subgroup makes up 46% of the population, while the growing Middle Eastern population is included in White student subgroup, which totals 37%. Other self-identified student subgroups include African American (8%), Filipino (1%), Asian /Pacific Islander (2%), and 6% declined to state. Approximately 83% of the students qualify for the free and reduced federal lunch program. However, all students currently receive free breakfast and lunch.

All certificated teachers at Bostonia School are fully credentialed and highly qualified. The certificated staff includes twenty-two general education classroom teachers, one .6 special education resource teacher, two preschool teacher, one speech therapist, one .4 school psychologist, and one .5 counselor. Bostonia School classified employees include the office manager, one clerk II, one office assistant, one custodian, a library technician, one English Language Development Assistant, three Child Nutrition employees, a part time school nurse and health aide.

Instructional Materials:

The District has adopted state standards in language arts, math, social studies/history, science, and English language development. All students have access to the core materials listed below, except where otherwise noted:

1. Language Arts - Houghton Mifflin Reading: A Legacy of Literacy
2. Math - Houghton Mifflin Harcourt - GO Math!!
3. History/Social Studies - Scott Foresman History/Social Studies for California
4. Science - Holt Science and Technology
5. English Language Development - Avenues

TEACHER QUALIFICATION AND PROFESSIONAL DEVELOPMENT:

1. All teachers are California credentialed, highly qualified teachers.
2. All classroom teachers receive differentiated professional development through site and district staff, as well as, from outside consultants, such as Code to the Future coaches.
3. Other District-level available professional development opportunities include: Common Core Math training (GoMath, ST Math), Technology and the Common Core, Digital Academy (CCSS/Blended Learning, 21st Century skills), PE/Health and Student Safety, PLC development, Positive Behavior Support and Cultural Responsibility, Next Generation Science Standards, Google Apps, Hapara, ELD Standards, Code.org, World of Work, Presentation Literacy Skills, and Colombia Teachers College Writing.
4. At the site level, teachers will continue to receive professional development in designing and implementing a dual language blended learning environment. This PD is made available through staff meetings, team meetings, collaborative workshops, and teacher release.

Services provided by the regular program to enable under-performing students to meet standards:

The core programs in ELA and math provide services for under-performing students to help them meet grade-level standards. Both programs offer resources to provide extra support for under-performing students. Teachers differentiate instruction to support under-performing students using a variety of strategies including SDAIE, GLAD, academic vocabulary development and scaffolded instruction.

Services provided by categorical funds to enable under-performing students to meet standards:

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

- *STMath
- *Front Row Math and ELA
- *Imagine Learning English and Imagine Learning Spanish
- *Achieve 3000
- *ELDA and intervention teacher support

Facilities:

Bostonia Language Academy is a clean, safe, and functionally sound learning environment. Parents, students, teachers, and other community members can identify threats to health or safety to make sure they are addressed by alerting the principal and/or through the Uniform Complaint Process.

Comprehensive Needs Assessment Components

In order to develop a Single Plan for Student Achievement that meets the needs of all students at the site, a Comprehensive Needs Assessment is conducted by analyzing student data on the annual state tests, language acquisition assessment, site determined benchmark assessments and student behavior monitoring.

CVUSD students in grades 3-8 complete the official Smarter Balanced Assessments in the spring each year, as a part of CAASPP. When the IEP team deems it more appropriate students complete the CAA as an alternative assessment. Fifth and eighth grade students completed the Science CST and identified English learners completed the CELDT to determine language acquisition progress. The ELPAC will be given in the spring as the annual language assessment this next school year. Benchmark exams are given to students throughout the year as determined by the site. Principals continue to receive training on how to interpret, integrate, and use the data to develop program and guide professional development needs for the site.





Beyond summative assessments, a rich understanding of school site needs continues to be developed through collaboration. Early out Mondays and teacher release allow teaching teams at the site, time to collaboratively address locally identified needs. This upcoming year, a Great Learning Opportunity (GLO) Team will provide enhanced professional development for staff and provide students an opportunity to access additional music, health & the arts in order to individualize learning opportunities for staff and students

School Site Councils and ELACs met to discuss stakeholder needs in relation to the Single Plan for Student Achievement and Local Control Accountability Plan. Parents were invited to complete district-level surveys, and results are disaggregated to the school level. Students in grades 5-8 completed surveys as a representative student sample. Together, these quantitative and qualitative data resources are used to inform site and district level decision making.

School and Student Performance Data

California Data Dashboard (Equity Report)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		4	0
English Learner Progress (1-12)		1	1
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	1
Mathematics (3-8)		3	0


Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

School and Student Performance Data






Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		463	Very Low 0.2%	Declined -0.3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.


Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		463	Very Low 0.2%	Declined -0.3%
English Learners		246	Very Low 0%	Maintained 0%
Foster Youth		2	*	*
Homeless		1	*	*
Socioeconomically Disadvantaged		454	Very Low 0.2%	Declined -0.5%
Students with Disabilities		48	Very Low 0%	Maintained 0%
African American		26	Very Low 0%	Declined Significantly -3.2%
American Indian		1	*	*
Asian		4	*	*
Filipino		1	*	*
Hispanic		343	Very Low 0%	Maintained 0%
Two or More Races		9	*	*
White		60	Very Low 0%	Maintained 0%

School and Student Performance Data





Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		179	Low 65.9%	Declined -3.4%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.


Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0%	Maintained 0%
English Learner Progress (1-12)		Low 65.9%	Declined -3.4%
Graduation Rate (9-12)	N/A	N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		Low 20.6 points below level 3	Maintained -1.3 points
Mathematics (3-8)		Medium 13.6 points below level 3	Maintained +0.6 points

School and Student Performance Data





Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		134	Medium 4 points above level 3	Increased +4.7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		134	Medium 4 points above level 3	Increased +4.7 points
English Learners		85	Low 20.6 points below level 3	Maintained -1.3 points
Socioeconomically Disadvantaged		133	Medium 4.6 points above level 3	Increased Significantly
Students with Disabilities		16	Very Low 95.5 points below level 3	
African American		10	*	*
Asian		2	*	*
Filipino		1	*	*
Hispanic		98	Low 13.3 points below level 3	Increased +4.2 points
Two or More Races		2	*	*
White		19	Very High 51.5 points above level 3	

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	41	High 39 points above level 3	Maintained -1.6 points
EL - English Learner Only	44	Very Low 76.1 points below level 3	Declined Significantly -33.4 points
English Only	48	Very High 46.1 points above level 3	Increased Significantly

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.


Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

School and Student Performance Data





Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		134	High 4.1 points above level 3	Increased +5.4 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		134	High 4.1 points above level 3	Increased +5.4 points
English Learners		85	Medium 13.6 points below level 3	Maintained +0.6 points
Socioeconomically Disadvantaged		133	High 4.4 points above level 3	Increased Significantly
Students with Disabilities		16	Low 61.2 points below level 3	
African American		10	*	*
Asian		2	*	*
Filipino		1	*	*
Hispanic		98	Medium 10.7 points below level 3	Increased +3.3 points
Two or More Races		2	*	*
White		19	Very High 48.2 points above level 3	

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	41	High 34.2 points above level 3	Declined -6.8 points
EL - English Learner Only	44	Low 58.2 points below level 3	Declined Significantly -22.3 points
English Only	48	High 34 points above level 3	Increased Significantly

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		69	73		68	71		68	71		98.6	97.3
Grade 4			65			65			65			100
All Grades		69	138		68	136		68	136		98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2362.2	2430.7	2432.7	6	19	35.21	11	34	14.08	31	26	19.72	51	21	30.99
Grade 4	2429.0		2480.7	13		26.15	22		24.62	26		33.85	39		15.38
Grade 5	2433.4			7			14			24			55		
All Grades	N/A	N/A	N/A	9	19	30.88	16	34	19.12	27	26	26.47	48	21	23.53

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3		25	33.80		51	26.76		24	39.44			
Grade 4			32.31			53.85			13.85			
All Grades		25	33.09		51	39.71		24	27.21			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		24	39.44		50	26.76		26	33.80
Grade 4			20.00			58.46			21.54
All Grades		24	30.15		50	41.91		26	27.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		21	19.72		68	60.56		12	19.72
Grade 4			20.00			61.54			18.46
All Grades		21	19.85		68	61.03		12	19.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		21	33.80		63	40.85		16	25.35
Grade 4			29.23			56.92			13.85
All Grades		21	31.62		63	48.53		16	19.85

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		69	73		69	72		69	72		100	98.6
Grade 4			65			65			65			100
All Grades		69	138		69	137		69	137		100	99.3

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		2431.7	2442.6		19	19.44		26	36.11		35	25.00		20	19.44
Grade 4			2486.4			18.46			29.23			40.00			12.31
All Grades	N/A	N/A	N/A		19	18.98		26	32.85		35	32.12		20	16.06

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3		28	37.50		48	37.50		25	25.00	
Grade 4			33.85			35.38			30.77	
All Grades		28	35.77		48	36.50		25	27.74	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		22	23.61		48	54.17		30	22.22
Grade 4			26.15			58.46			15.38
All Grades		22	24.82		48	56.20		30	18.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		29	34.72		58	47.22		13	18.06
Grade 4			23.08			49.23			27.69
All Grades		29	29.20		58	48.18		13	22.63

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					25	21		50	43			29		25	7
1		6	11		33	29		31	40		25	13		4	7
2		13	8		18	25		38	27		22	22		9	18
3		6	15		34	20		41	35		19	23			8
4			10			57			23			3			7
Total		9	10		28	30		36	33		22	17		5	10

Conclusions based on this data:

1. Due to a programmatic change in 2015, the 2015-2016 data will be utilized as the school's baseline as considerations are made to refine the quality of the instructional program.
2. Imagine Learning English will be effectively implemented and monitored to support students with a CELDT level of 2 or lower. CELDT 3 students will use the program, if deemed appropriate to meet student needs by staff.
3. Students and parents will be informed of student progress towards meeting reclassification criteria.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #1:
All students have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success.
Data Used to Form This Goal
Teachers collect, desegregate and analyze student academic data using the following assessment tools: Fountas and Pinnell Benchmark Assessment Systems, Achieve 3000, Imagine Learning Enterprise, GO! Math, ST Math, and Columbia Teachers College Writing Unit Assessments. Additional data is compiled from State and Local Assessment, LEARNING walkthroughs data, and teacher input.
Findings from the Analysis Data
There is a continuous need for further refinement and enrichment of instructional practice through focused and ongoing professional development. Professional development must integrate modeling and coaching, as well as ongoing opportunities for planning and collaboration. Ensure that all teachers are highly qualified. Monitor teacher participation in Professional Development, active involvement in purposeful planning and collaboration that leads to higher level of instructional rigor through the implementation of best practices in the classroom. Conduct team walkthroughs throughout the year to gather evidence of best practices, continue to refine instruction, and to plan for next steps.
SCHOOL GOAL #1:
BLA students are taught by highly qualified teachers who provide a wide-ranging educational experience affording students the opportunity to pursue areas of interest en route to college and career success.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.1 All students are taught by California credentialed, highly-qualified teachers.	August – June	CVUSD personnel	Personnel salaries	Centrally Funded	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1.2 All teachers will have the opportunity to participate in various site level, cross-grade level, cross-schools, cross-district networking opportunities focused on developing their skill in the area of Dual Language and Multicultural Education.	August - June	Principal, Trainers, Teachers	Professional development, substitutes, stipends, conferences	Supplemental Concentration Funding	2,100
1.3 All teachers will have the opportunity to participate in various district and site level trainings focused on developing their skill in the areas of language development and CCCSS ELA based instruction.	August - June	Principal, Trainers, Teachers	Professional development, substitutes, stipends, conferences	Supplemental Concentration Funding Title I PD	1,250 4,500
1.4 All teachers will have the opportunity to participate in various trainings focused on developing their skill in the areas of Computer Science and Digital Literacy.	August - June	Principal, Trainers, Teachers	Professional development, substitutes, stipends, conferences	Supplemental Concentration Funding Title I PD	1,000 2,500
1.5 All teachers will have the opportunity to participate in various district and site level trainings focused on developing their skill in the areas of technology integration (e.g. personalized learning, blended learning, Hapara, and Google Apps for Education to monitor student progress and deliver instructional content).	August-June	Principal, Trainers, Teachers	Professional development, substitutes, stipends, conferences	Supplemental Concentration Funding	650
1.6 All teachers will have the opportunity to participate in various site-level trainings focused on developing their skill in the area of CCCSS writing through the CTC writing Program.	August - June	Principal, Trainers, Teachers	Professional development, substitutes, stipends, conferences	Supplemental Concentration Funding Title I PD	1,250 1038
1.7 All Math teachers will have the opportunity to participate in various district and site-level trainings focused on developing their skill in	August - June	Principal, Trainers, Teachers	Professional development, substitutes, stipends, conferences	Supplemental Concentration Funding	1,250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Funding Source	Amount	
the area of CCCSS Mathematics.						
1.8 Intervention Support Staff: With the support of the Principal, has responsibility for providing intervention and extra support to under-performing students.	August – June	Principal, Teachers	Salary and benefits	Title I	27,326	
				Supplemental Concentration Funding	44,500	
				Basic Funding	5,816	
1.9 Computer Science Coach: Provides targeted support for teachers (CTTF).	August-June	Principal, Teachers	Contract	Title I	10,000	
				Title I PD	5,000	
1.10 All teachers will have the opportunity to participate in various site-level trainings focused on developing their skill in the area of Science- NGSS.	August – June	Principal, Literacy Coach, Teachers	Professional development, substitutes, stipends, conferences	Title I	1,250	
1.11 English Language Development Aide: Provides direct instructional support to EL students at CELDT reading levels 1 through 3. Provides translation assistance for parent conferences and school communications. Assists with implementation of instructional technology for EL students. Assists with primary language testing.	Aug-June	Principal, Literacy Coach, Teachers	Salary and benefits	Basic Funding	6,116	
				Salary and benefits	Title I	915
				Salary and benefits	Supplemental Concentration Funding	500
1.12 Print Shop: Instructional Materials	Aug-June	Principal, Teachers, Office Manager	Program documents, Instructional Materials, Intervention Support	Basic Funding	6,568	
1.13 PlanEdu available for teacher planning and collaboration	Aug-June	Principal, teachers	License	Basic Funding	650	
1.14 Office needs to support instructional program.	Aug-June	Principal, Office Manager	Supplies, materials, equipment	Basic Funding	2,200	
				Supplemental Concentration Funding	408	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #2:
All schools promote a positive school climate and offer programs that promote health and wellness.
Data Used to Form This Goal
Staff collect data on school climate in the areas of suspension rate, absenteeism, and counselor case load. Gallup Survey, CA Healthy Kids Survey (CHKS), parent surveys, referrals, and counselor logs. Other data utilized includes input from SSC and ELAC. All formal and Informal data collected and disaggregated.
Findings from the Analysis Data
Continue to enforce health and wellness through Character ED Education, physical education, and ongoing health focus weeks (i.e. Red Ribbon, No to Bullying). Extend parent component. Students need additional opportunities to collaboratively problem solve situations, habits, routines that impact individual's ability to live healthy lives.
SCHOOL GOAL #2:
BLA's Health & Wellness Program promotes physical, mental, and emotional health, through the vehicles of physical education and character development. Collect data and analyze data to inform next steps.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.1 Students in TK-5th Grades receive instruction and participate in enrichment classes that incorporate additional opportunities for students to develop skills and their understanding in the areas of art, music, health, and coding. These opportunities are delivered by GLO and substitute teachers.	August - June	Principal, Teachers, Enrichment Teachers	Salaries, stipends, substitutes, materials, incentives	Title I	12,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.2 All students receive a minimum of 200 PE minutes per 10 school days.	August - June	Principal, Teachers	Salaries, stipends, materials, equipment, incentives	Title I	850
2.3 2nd-5th grade students have an opportunity to participate in the school's ballet folklorico.	Sept-June	Principal, Teachers, volunteers	Stipend, materials, equipment, incentives	Supplemental Concentration Funding	250
2.4 A School Garden for TK-5th Grade is established for students to expand on their learning opportunity.	August - June	Principal, Teachers, Parents	Supplies, materials, incentives	Basic Funding	250
2.5 Teachers implement Sanford Harmony curriculum to support with socio-emotional student needs.	Aug-June	Principal, Teachers, Counselor, Parents	Salaries, stipends, substitutes, materials, incentives	Title I PD	900
2.6 Back-To-School Meet and Greet Event: PTA funded/sponsored event to welcome students and parents to a new school year.	September	Principal, Teachers, PTA Board	Flyers, decoration, games, prizes and incentives	Title I Parent Involvement	200
2.7 Open House: Opportunity for parents to come to the school and see student work samples, projects, presentations, etc.	May	Principal, Teachers	Flyers, decoration, games, notices, prizes and incentives	Title I Parent Involvement	150
2.8 PTA Events: PTA funded/sponsored events (i.e. Fall Festival, Sweetheart Dance, Movie Night, Bingo Night, Book Fair).	September - June	Principal, PTA Board	Flyers, decoration, games, prizes and incentives	Title I Parent Involvement	350
2.9 Opportunity for parents to come to the school, meet their child/children's teacher(s), and hear about classroom instructional and behavioral goals, policies and procedures, etc. Begin to implement Student-Led Conferences, and Parent Team Meetings.	September	Principal, Service provider	Professional development, substitutes, stipends, conferences, flyers, decoration, games, notifications, prizes and incentives, babysitting	Title I	1500
2.10 Parent/student meetings to promote improved attendance for students with attendance concerns.	September - June	Principal, Counselor, Teachers	Games, prizes and incentives	Title I	150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2.11 Provide opportunities for students to apply their academic knowledge to gain proficiency by participating in academic extended day clubs during, before, and/or after school (Running Club, Service Club, Lobo Studio Club, Leadership Club, TedEd Club).	September-June	Principal, Teachers, Counselor, PTA		Title I	8,000
2.12 Students participate in socio-development and character education learning activities.	September-June	Principal, Teachers, Counselor	Professional development, substitutes, stipends, conferences, materials and supplies	Title I	650
2.13 Principal holds a monthly Lunch with the Principal.	September - June	Principal, Office Manager, Teachers, Counselor	Flyers, decorations, and incentives	Basic Funding	250
2.14 Principal holds an Atten-DANCE and awards are given once trimester.	Once a Trimester	Principal, Office Clerk, Counselor, Teachers	Flyers, decorations, and incentives	Basic Funding	150
2.15 Teachers are provided with resources to reinforce the Character Ed Trait of the month.	August - June	Principal, Counselor, Teachers	Materials, curriculum, incentives	Title I	150
2.16 Principal facilitates monthly Character Ed Assemblies.	August - June	Principal, Counselor, Teachers	Decoration, incentives, prizes	Supplemental Concentration Funding	120
2.17 A PTA Handbook is created to outline membership, services, activities, role of the room parents, etc.	August	Principal, PTA Board	Supplies, paper, copying costs	Title I Parent Involvement	300
2.18 Student Supervision- Provide supervision for students during breakfast, lunch and recess, to ensure a safe and orderly campus environment.	August-June	Principal, Office Manager, Noon-Duty Staff	Salaries, team meetings	Basic Funding Title I	7,800 1000
2.19 Transition plans for assisting preschool children in the successful transition to the school-wide		Staff, Parents			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>program (34 CFR section 200.28(e) process:</p> <p>Cajon Valley Union School District: Kindergarten Transition Activities</p> <p>SPED PreK: Transition assessments conducted & transition IEPs held with parents and receiving teams in the spring prior to moving on to kindergarten Transition activities are included in the IEP and can include the following: Discuss transition process and activities Hold parent information meeting Provide parents with information about registration Notify school offices that parents will be coming to pick up kindergarten registration packets Encourage parents to visit new school with their students before school starts. Assist with scheduling as needed. Parents schedule a time to meet the new teacher before school starts. Assist with scheduling as needed. Develop social story for student with pictures of new school, teacher, principal, etc. so parents can prepare students for the transition Invite receiving elementary teams to observe their incoming kindergartners while they are still in preschool. Invite receiving elementary teams to provide input to the transition IEP and to attend the kindergarten transition IEP. Invitees include</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>principal or assistant principal, education specialists, speech pathologists and general education kindergarten teacher, etc. Give access to incoming kindergarteners IEPs in the online SEIS system to receiving elementary teams. Schedule meetings with receiving teams to review their incoming kindergarten students, any health concerns, supports needed, etc. Information is entered into a google document that is shared with receiving school teams at the school site. Information includes the transition supports needed & responsible parties with expectation that supports are in place before the first day of school. Preschool sped staff spend the first 3 days of school at sites supporting incoming kindergarten students. The level of support is based on students' needs. In some cases, receiving teams meet with parents prior to the first day of school. Offer transition Information meeting for all parents of special education students transitioning to kindergarten. Prepare students for the transition to kindergarten through activities that include the last curriculum theme of "Off to Kindergarten" Children attend virtual and actual visits to a kindergarten class. Parents are invited.</p> <p>California State Preschool Program</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>(CSPP):</p> <p>CSPP Preschool teachers schedule an articulation meeting with kindergarten teachers in the fall and spring to Prepare students for the transition to kindergarten to discuss programs, how to prepare students for K, sharing information about incoming kindergartners, discuss how previous year’s kindergartners have transitioned, etc. Principal and/or AP and/or Title 1 Facilitator are invited.</p> <p>Prepare students for the through activities that includes the last curriculum theme of "Off to Kindergarten"</p> <p>Children attend virtual and actual visits to a kindergarten class. Parents are invited.</p> <p>CSPP Preschool teachers hold parent conferences twice per year to share results of the DRDP 2015 assessment, where their children are developmentally and how to continue supporting kindergarten readiness at home.</p> <p>To support their student’s readiness for kindergarten, a series of 3 literacy workshops for parents are scheduled at each CSPP preschool site.</p> <p>CSPP Teachers hold in-class parent activities to share information about the transition process and and strategies to support their students.</p> <p>At this workshop, each parent given a backpack with summer activities (paper, crayons, child scissors, packet from SDCOE for parents with K transition activities, 3 children's books about Kindergarten).</p>					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #3:
All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.
Data Used to Form This Goal
PD Schedule for teachers, WOW curriculum implementation, student participation in Presentation Literacy, Report Cards, Technology Based Core and Supplemental Programs & Assessments (STMath, Achieve 3000, Imagine Learning, GoMath, Accelerated Reader), CTC Writing Assessments, Running Records, Fluency Assessments, CAASPP and ELPAC data. In addition, our team utilizes data collected from teacher created assessments.
Findings from the Analysis Data
Students are showing growth as they move towards grade-level standards. Local assessment data needs to be gathered and reviewed regularly to inform instruction. Teachers need to have multiple opportunities to review data, calibrate scoring, dialog and plan within and across-grade level. Students need to be involved in the review of their data, the setting of instructional goals and the design of an action plan. A higher level of student accountability for learning and progress may be reached by implementing student-led conferences, and by actively involving parents in the learning process.
SCHOOL GOAL #3:
All students will have access to instructional resources and technology that will allow them to demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies. State and local measures, data disaggregation and analysis. On-going review of data to inform instructional practices and ensure the growth of all students.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.1 Bostonia has a specialized teacher, rotation model for TK-5th grade.	August - June	Principal, Teachers	Professional development, trainings, stipends, conferences	No Cost	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.2 Implementation of English and Spanish Language assessment.	August - June	Principal, Teachers, Literacy Coach	License costs, professional development, trainings, stipends, conferences, incentives and prizes	Title I	7,000
3.3 Implementation of supplemental programs to support in the areas of reading comprehension and fluency.	August-June	Principal, Teachers, Literacy Coach	License costs, professional development, trainings, stipends, conferences, incentives	Title I	5,500
3.4 Implementation of supplementals programs to support in the area of mathematics.	August – June	Principal, Teachers, Literacy Coach	Licenses, professional development, trainings, stipends, conferences, incentives and prizes	Title I	5,500
3.5 Implementation of supplemental programs to enhance and expand the area of Computer Science.	August – June	Principal, Teachers, Literacy Coach	Licenses, professional development, stipends, conferences, materials, incentives and prizes	Title I	650
3.6 Expand multicultural program component through art curriculum that interconnects with other aspects of the program.	Aug-June	Principal, Teachers	Professional development, stipends, conferences, materials	Title I PD	1,500
3.7 All students receive Multicultural Education that is extended through partnerships with AIA, SDSU and ISTEP.	August - June	Principal, Teachers, Program Coordinators	Professional development, trainings, stipends, conferences, incentives and prizes	Supplemental Concentration Funding	200
3.8 Provide technology equipment, materials, and resources to support the Digital Literacy and Computer Science component of the program.	August - June	Principal, Office Manager, Teachers, Literacy Coach	Computers and related peripheral equipment, student materials	Title I	35,000
3.9 All students participate in a Demonstration of Learning once a Trimester making use of the Presentation Literacy skills they have acquired over the Trimester.	Trimester 1,2, 3	Principal, Teachers, Literacy Coach	Materials, resources, prizes and incentives	Supplemental Concentration Funding	200
3.10 A Student Awards Assembly is held at the end of the school year.	Trimester 3	Principal, Teachers, Literacy Coach	Materials, prizes and incentives	Basic Funding	350
3.11 The Brain Olympics are held at the end of the school year- state assessment.	May-June	Principal, teachers, counselor	Incentives, awards, materials and supplies	Title I	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
3.12 After-school academic intervention learning opportunities are provided by teachers based on needs identified by data.	September-May	Principal, Literacy Coach, Teachers	Professional development, substitutes, stipends, conferences, materials, stipends and supplies	Title I	12,000
3.13 Parents participate in school-wide events (i.e. Family Math Event, Family Reading Event, Art Family Event, Sanford Harmony Event, WOW family Event, and Family Tech Event). These events are planned to provide parents with tools and strategies to support students at home.	Sept-June	Principal, Teachers, Office Manager, Volunteers	Flyers, materials, supplies, incentives	Title I Parent Involvement	850
3.14 Teachers implement World of Work curriculum.	August-June	Principal, Teachers, Literacy Coach	Professional development, substitutes, stipends, conferences, materials, translations	Title I	944
3.15 Additional Spanish Books for the School Library.	August-June	Principal, Teachers, Literacy Coach	Increase Spanish Library selection	Title I	5,000
3.16 Supplemental classroom supplies	August-June	Principal, Office Manager	Office and instructional supplies to support school programs	Supplemental Concentration Funding	7,778
			Classroom Only	Title I	2,000
3.17 Computer Hardware	August-June	Principal, Office Manager, IT Tech	Replace, repair, upgrade, purchase	Basic Funding	5,000
3.18 Use and Maintenance of copiers	August-June	Principal, Office Manager, Teachers	Contracts	Supplemental Concentration Funding	3,250
				Basic Funding	600
3.19 District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.	August-June	Principal, Staff	Professional development, substitutes, stipends, conferences	S&C PD	9,220
				S&C PD	1,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA LCAP GOAL #4:
Schools foster a sense of shared community and decision making for parents and other stakeholders.
Data Used to Form This Goal
Data gathered through Parent Surveys, ELAC, SSC, Coffee with the Principal, PTA, DOLs, and other Parent Events.
Findings from the Analysis Data
Parents value available opportunities to be actively involved in their student's education. They understand that they are key stakeholders in all aspects of our program.
SCHOOL GOAL #4:
Parents, and other stakeholders, have the opportunity to participate in decision making that helps shape the role of Bostonia Elementary in the larger community. Data gathered through ELAC, SSC, Coffee with the Principal, PTA, DOLs, and other Parent Events will be analyzed to ensure goals are being met.
Monitoring of the Goal: Interim Analysis
Will be completed in December/January to monitor progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
4.1 A School Site Council meeting is hosted at the site six times per year.	August - June	Principal, SSC members	Materials, resources	Basic Funding	200
4.2 A PTA meeting is hosted at the site four times per year.	August - June	Principal, PTA Board, PTA members	Materials, resources	Title I Parent Involvement	100
4.3 An English Language Advisory Committee (ELAC) meeting is hosted at the site six times per year.	August - June	Principal, ELAC members	Flyers, materials, resources, incentives, childcare	Supplemental Concentration Funding	248
4.4 Bostonia has established	August - June	Principal,	School-community partnerships	No Cost	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
partnerships with local area businesses, who provide financial and material support (Kaiser, Capland College, Fire Department, City Library, Grossmont Adult School).		Volunteers			
4.5 A Title I Meeting and a Home-School Compact are implemented.	August - September	Principal, Literacy Coach, Counselor, Teachers, Parents	Flyers, parent communication	Title I	240
4.6 Through community partnerships, school site houses ESL and SSL classes for adults.	August-June	Principal, Community College	Flyers	Supplemental Concentration Funding	640
4.7 Parent chaperones for field trips.	August - June	Principal, Teachers	Volunteers	No Cost	0
4.8 PeachJar digital flyer parent notification system.	August - June	Principal, Office Manager, Clerk 2	School-Home connection	Centrally Funded	0
4.9 BlackBoard Connect phone, text, email parent messaging system.	August - June	Principal, Office Manager, Clerk 2	School-Home connection	Centrally Funded	0
4.10 School World school website hosting service.	August - June	Principal, Office Manager, Clerk 2	School-Home connection	Centrally Funded	0
4.11 School Marque	September	Principal, Office Manager	Maintenance of digital marque to promote communication within the community.	Centrally Funded	0
4.12 Principal and PTA develop a newsletter once a trimester to maintain ongoing home-school communication.	Once a trimester	Principal, Office Manager, PTA President	School-home communication-copies	Basic Funding	300
4.13 Principal maintains updated school website to provide ongoing home-school communication.	August - June	Principal, Office Manager	School-Home Communication	No Cost	0
4.14 Family Liaison strengthens school-home communication and support.	Aug-June	Principal, Teachers, Counselors, Nurse, Office Manager	Work closely with families to develop a better understanding of the school system and to provide them with tools and resources to supports students at home.	Supplemental Concentration Funding	10,000
4.15 School Home visits to promote and increase parent involvement.	August-June	Principal, Teachers, Counselors, Nurse	Strengthen school-home connection	Title I	2,025

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Title I Parent Involvement		325

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Basic Funding	\$36,250	0.00
Title I	\$140,400	0.00
Title I Parent Involvement	\$2,275	0.00
Title I PD	\$15,438	0.00
Supplemental Concentration Funding	\$75,594	0.00
S&C PD	\$10,220	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Basic Funding	36,250.00
Centrally Funded	0.00
No Cost	0.00
S&C PD	10,220.00
Supplemental Concentration Funding	75,594.00
Title I	140,400.00
Title I Parent Involvement	2,275.00
Title I PD	15,438.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,787.00
Goal 2	35,520.00
Goal 3	103,792.00
Goal 4	14,078.00

Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:
Be proactive and present. Come to school ready to learn and work hard.
Bring necessary materials, completed assignments and homework.
Know and follow the school leadership model, including all school and class rules.
Ask for help when I need it.
Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school.
Limit my TV watching/video gaming (when watching movies add subtitles to reinforce language).
Study or read every day after school and use programs such as STMath, Front Row, Raz-Kids and Achieve 3000.
Practice my new languages with pride at school at all times and as often as I can outside of school.
Respect the school, classmates, staff, and families.
Learn and use our school's Character ED Values.

Parents Pledge:

I agree to carry out the following responsibilities to the best of my ability:
Provide a quiet time and place for homework and monitor and limit TV viewing and video gaming.
Read to my child or encourage my child to read every day in English and Spanish:
Grade TK-Kg—a minimum of 10 mins (10 minutes in either language per day)
Grade 1-3—a minimum of 20 mins (10 minutes in English and 10 minutes in Spanish, or 20 mins in one language per day)
Grade 4 and 5—a minimum of 30 mins (15 minutes in English and 15 minutes in Spanish, or 30 mins in one language per day)
Assist my child in completing and editing assignments in English and/or Spanish and encourage my child in using their new languages as well as completing their language homework.
Communicate with the teacher or the school when I have a concern.
Ensure that my child engages in physical activities after school.
Ensure that my child attends school every day on time, gets adequate sleep, and proper nutrition.
Regularly monitor my child's progress in school.
Participate in school activities such as attending parent-teacher conferences, parent workshops, Curriculum Night, Open House, and PTA events.
Identify ways in which I can volunteer to support the school program.
Communicate the importance of education to my child.
Respect the school, staff, students, families, and abide by all school and traffic rules.
Reinforce and support the school's Character ED Values.

Staff Pledge:

I agree to carry out the following responsibilities to the best of my ability:
Provide high-quality curriculum and instruction.
Endeavor to motivate my students to learn in all areas, in their primary, second, and third languages.
Have high expectations and help every child develop a love of learning, especially their new languages.
Communicate regularly with families about student progress through multiple means.
Praise students regularly for their accomplishments and progress.
Provide a warm, safe, and caring learning environment.
Provide meaningful, homework assignments to reinforce and extend learning.
Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
Actively participate in collaborative decision-making, consistently work with families and my school colleagues to make schools accessible and welcoming places for students.
Respect the school, students, staff, and families.
Teach and model our school's Character ED Values.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Izela Jacobo	X				
Linda Gudino			X		
Diana Moreno		X			
Rosa Ramos		X			
Virginia Wilhite		X			
Alicia Cifuentes				X	
Shanelle Johnson				X	
Angelica Gonzalez				X	
Francisco Montaña				X	
Arturo Gomez				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

X District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Izela Jacobo

Typed Name of School Principal

Signature of School Principal

Date

Angelica Gonzalez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Language Academy School

ELAC Meeting

Junta para padres de alumnos aprendices de inglés

May 2018

**I. School Site Plan for Student Achievement (SPSA)- Finalize
Plan Escolar para el Éxito del Estudiante (SPSA)- Finalizar**

ELAC Responsibilities Completion Table

	Task	This meeting (mark x)	Previously covered this school year (mark x)
1.	Advise the principal and staff on programs and services for English Learners; advise the School Site Council in the development of the School Plan		x (Ongoing)
2.	Assist the school in the development of a needs assessment		x (Ongoing)
3.	Review the school's language census report		X
4.	Assist the school in ways to inform parents about the importance of school attendance		X

Minuta

15 de marzo de 2018

Bienvenida

Presentes:

Anuncio: La Directora Jacobo explicó y animó a los padres a votar por Scholar Dollars 2018.

Temas:

- Informes del Censo Escolar y del Distrito
- Se explicó la importancia de la reclasificación.
- Plan Escolar
- Se explicó los Programas Adaptivos
- Meta 3
- Los padres realizaron en grupo una retroalimentación acerca de la rotación de maestros.

Minutes

3/15/18

Welcome

Attendance:

Announcements:

Mrs. Jacobo explained and encouraged parents to vote for Scholar Dollars 2018.

Temas:

- School and Census Reporting
- School Reclassification for English Learners
- School Plan
- Adaptive Programs at Bostonia
- Goal 3
- Feedback Activity regarding the Teacher Rotation System

**Bostonia Language Academy
School Site Council
AGENDA
March 21, 2018**

Review and approval of 2017-2018 SPSA

**Bostonia Language Academy
Consejo Directivo Escolar
AGENDA
21 de abril del 2018**

Revisar y aprobar el Plan Escolar 2017-2018