

Bostonia Global

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Bostonia Global
Street	1390 Broadway
City, State, Zip	El Cajon, CA 92021
Phone Number	619-588-3121
Principal	Vanessa Rocha Jimenez
Email Address	rochajimenezv@cajonvalley.net
School Website	https://www.cajonvalley.net/bostonia
County-District-School (CDS) Code	37679910140588

2023-24 School Contact Information

School Name	Bostonia Global High School
Street	1221 Emerald Avenue
City, State, Zip	El Cajon, CA 92021
Phone Number	619-590-6815
Principal	Johanna Simko
Email Address	simkoj@cajonvalley.net
School Website	https://www.cajonvalley.net/bostonia
County-District-School (CDS) Code	37-67991-0140558

2023-24 District Contact Information

District Name	Cajon Valley Union School District
Phone Number	619-588-3000
Superintendent	David Miyashiro
Email Address	miyashirod@cajonvalley.net
District Website	www.cajonvalley.net

2023-24 School Description and Mission Statement

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!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	119
Grade 2	111
Grade 3	92
Grade 4	118
Grade 5	92
Grade 6	67
Grade 7	88
Grade 8	92
Grade 9	74
Grade 10	97
Grade 11	27
Total Enrollment	1,144

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
American Indian or Alaska Native	0.3%
Asian	0.7%
Black or African American	4.2%
Hispanic or Latino	70.1%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.8%
White	18.5%
English Learners	32.3%
Foster Youth	0.1%
Migrant	0.1%
Socioeconomically Disadvantaged	64.4%
Students with Disabilities	15%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			672.10	86.04	228366.10	83.12
Intern Credential Holders Properly Assigned			10.90	1.40	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			25.70	3.29	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			25.60	3.29	12115.80	4.41
Unknown			46.70	5.98	18854.30	6.86
Total Teaching Positions			781.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.50	87.91	743.40	89.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.22	16.90	2.04	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.22	12.10	1.46	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	6.45	23.30	2.82	11953.10	4.28
Unknown	0.50	1.20	31.30	3.79	15831.90	5.67
Total Teaching Positions	44.90	100.00	827.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		0.00
Misassignments		1.00
Vacant Positions		0.00
Total Teachers Without Credentials and Misassignments		1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		2.90
Local Assignment Options		0.00
Total Out-of-Field Teachers		2.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2023

Bostonia TK-8

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>LANGUAGE ARTS and ELD</p> <p>TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022</p> <p>TK, Avenues, Pre-K, (Teacher's Edition only), Hampton Brown, Adopted 2005</p> <p>TK Houghton Mifflin: HSP California Excursions 2010, (Spanish) Houghton Mifflin Harcourt, Adopted 2012</p> <p>K-5 Bilingual: Maravillas & Wonders ELA/ELD, Houghton Mifflin, Adopted 2003</p> <p>K-5 NatGeo-Reach for Reading ELA/ELD, Cengage Learning, Adopted 2018</p> <p>1-5 Everyday Spelling 2000 (Spanish), Scott Foresman Addison Wesley, Adopted 2000</p> <p>4-8, REACH - Intervention, SRA, Adopted 2005</p> <p>4-8, Read 180 - Intervention, Scholastic, Adopted 2005</p> <p>6-8 StudySync ELA/ELD, McGraw Hill Education, Adopted 2018</p> <p>6-8, Inside: Language, Literacy, & Content 2009, National Geographic/Hampton Brown, Adopted 2010 (ELA/ELD for Newcomers)</p> <p>6-8 Holt Literature & Language Arts 2000 (Spanish), Holt, Adopted 2003</p>	Yes	0
Mathematics	<p>TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022</p> <p>TK Hands-On Standards Mathematics (translated), ETA Cuisinaire, Adopted 2012</p> <p>K-5, California GoMath, Houghton Mifflin Harcourt, Adopted 2015</p> <p>K-8, California GoMath (Spanish Edition), Houghton Mifflin Harcourt, Adopted 2015</p> <p>6-8, California GoMath, Houghton Mifflin Harcourt, Adopted 2014</p>	Yes	0
Science	<p>SCIENCE</p> <p>TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022</p> <p>TK Hands-On Standards Science (translated) Spanish, ETA Cuisinaire, Adopted 2012</p>	Yes	0

	<p>K California Science 2008 (Spanish Edition) [Teacher flip chart only], MacMillan McGraw-Hill, Adopted 2007</p> <p>K-5, California Science 2008, Macmillan McGraw-Hill, Adopted 2007</p> <p>1-5 California Science 2008 (Spanish Edition), MacMillan McGraw-Hill, Adopted 2007</p> <p>6-8, Amplify Science, Amplify Education, Inc., Adopted 2020</p>		
History-Social Science	<p>HISTORY-SOCIAL SCIENCE</p> <p>TK Robert-Leslie Publishing: The InvestiGator Club - Let's Investigate, Adopted 2022</p> <p>TK, Houghton Mifflin: HSP California Excursions 2010, Houghton Mifflin Adopted 2012</p> <p>K-5, History/Social Science for California, Scott Foresman, Adopted 2006</p> <p>K-5 Historia/Ciencias Sociales para California 2006, Scott Foresman, Adopted 2006</p> <p>6-8, History Alive, Teachers Curriculum Institute (TCI), Adopted 2006</p> <p>6-8 Historia Viva, Teachers Curriculum Institute (TCI), Adopted 2006</p>	Yes	0
Health	<p>HEALTH</p> <p>K-2, Primarily Health 1998, Wright Group, Adopted 1998</p> <p>4-5, Healthy You 1996, Harcourt Brace, Adopted 2000</p> <p>6-8, Positive Prevention Plus, Positive Prevention Plus, Adopted 2016</p> <p>6-8, Project ALERT 2000, Best Foundation, Adopted 2003</p>	Yes	0
Visual and Performing Arts	<p>K-8, Music and You 1988, Macmillan Publishing Company, Adopted 1990</p>	Yes	0

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2023	
Bostonia HS			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World, Spiegel & Grau, 2016 Changes in the Land: Indians, Colonists, and the Ecology of New England, Hill & Wang, 2003 Ecological Imperialism, Cambridge, 1986 Why Ancient Wisdom Matters in the Modern World, Toronto: House of Anansi Press, 2009	Yes	0
Mathematics	Integrated Math 1, 2, and 3	Yes	0

	Interactive Mathematics Project year 1, Activate Learning, 2nd Edition Interactive Mathematics Program Year 3, Key Curriculum Press, 2nd Edition, 2011 TEDx Presentation Materials		
Science	Slow Food USA Website: www.slowfoodusa.org Soil Born Farms Website: http://soilborn.org/ Collective School Garden Network Website: www.csgn.org Student Farm Website: www.studentfarm.ucdavis.edu Earthlabs for Educators Website: http://serc.carleton.edu/index.html Engineering the Future Website: https://activatelearning.com TEDx Presentation Materials Website: http://bit.ly	Yes	0
History-Social Science	A Young People's History of the United States, Howard Zinn, 2009 A Different Mirror: A History of Multicultural America, Ronald Takaki, 2008	Yes	0
Foreign Language	Edgenuity Realia, Middlebury Interactive Languages Various content lessons and special interest articles, Beable CultureGrams TM, Multi-media cultural presentations, ProQuest LLC Diglot Weave Stories, Interactive language immersion stories, Middlebury Interactive Languages Reinforcement Activities, Interactive games, Middlebury Interactive Languages		
Health	Everfi-Health & Wellness Big Picture Living, 2020 https://www.bpliving.org/about American College of Lifestyle Medicine https://www.lifestylemedicine.org/ Loma Linda University Health https://lluh.org/ TEDxPresentation Materials https://bit.ly/3govKNZ	Yes	0
Visual and Performing Arts	Invent to Learn: Making, Tinkering, and Engineering in the Classroom, Constructing Modern Knowledge Press, 2013 Design Principles and Problems, Wadsworth Group/Thomas Learning, 1996	Yes	0

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed on 05/16/2022 and is available at the Facilities, Maintenance and Operations office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Facilities Description (TK-8)

This school has 40 permanent classrooms and 11 portable classrooms, a library with computer lab, a multipurpose room, and an administration building. The main campus was built in 1995. Five relocatable classrooms were added in 2015. Five relocatable classrooms were added in 2021. The library building was remodeled to accommodate one additional classroom.

Maintenance and Repair

School Facility Conditions and Planned Improvements

Bostonia TK-8

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The school is cleaned every other night by a district cleaning crew. Work performed includes: sweeping, vacuuming, and mopping floors, emptying trash, cleaning sinks, filling dispensers, and dusting rooms, as scheduled. Grounds are maintained by District groundskeeping staff. There is one full-time day custodian. The day custodian is responsible for daily restroom cleaning, cleaning eating and food preparation areas, daily grounds clean up, minor facility repairs, and special emergency clean ups. Carpets are shampooed and tile flooring is cleaned and refinished every winter, spring, and summer break. A thorough deep cleaning of all areas is done every summer. District administration works daily with custodial and grounds supervisors to ensure a clean, safe school.

Deferred Maintenance Budget

The District allocates funds for completion of deferred maintenance projects which consists of major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior paint, and floor systems.

Year and month of the most recent FIT report

Aug 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Flooring scheduled for replacement, ceiling tiles replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Obstructed panels are cleared and Work orders issued.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountains adjusted and repaired.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

School Facility Conditions and Planned Improvements

Bostonia HS

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Year and month of the most recent FIT report

Aug 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Ceiling Tiles replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Plumbing repairs and adjustments made.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	41	35	36	33	47	46
Mathematics (grades 3-8 and 11)	23	24	24	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	562	552	98.22	1.78	35.33
Female	274	271	98.91	1.09	39.48
Male	288	281	97.57	2.43	31.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	38.89
Filipino	0	0	0	0	0
Hispanic or Latino	413	405	98.06	1.94	33.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	30	96.77	3.23	43.33
White	94	94	100.00	0.00	41.49
English Learners	185	178	96.22	3.78	8.99
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	398	389	97.74	2.26	29.31
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	93	91	97.85	2.15	9.89

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	562	560	99.64	0.36	23.97
Female	274	273	99.64	0.36	19.49
Male	288	287	99.65	0.35	28.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	18	18	100.00	0.00	16.67
Filipino	0	0	0	0	0
Hispanic or Latino	413	413	100.00	0.00	20.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	30	96.77	3.23	40.00
White	94	94	100.00	0.00	32.98
English Learners	185	185	100.00	0.00	8.65
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	398	396	99.50	0.50	19.70
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	93	91	97.85	2.15	5.49

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	15.03	19.12	20.43	21.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	206	204	99.03	0.97	19.12
Female	112	111	99.11	0.89	18.02
Male	94	93	98.94	1.06	20.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	156	156	100.00	0.00	17.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	26.47
English Learners	55	55	100.00	0.00	1.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	13.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	6.67

2022-23 Career Technical Education Programs

World of Work - Be Curious and Achieve Gainful Employment

Course Overview:

The World of Work course is designed to prepare students to achieve gainful employment and/or postsecondary education options beyond high school. WoW learning experiences and outcomes emphasize an interest-based approach to career awareness and exploration through authentic, place-based work with community mentors. These experiences strengthen students' self-confidence and provide students with a realistic appraisal of their strengths and growth areas outside of a school setting.

Student internships vary in length by grade level. Freshmen and sophomores intern for 12 - 24 weeks during the school year. Juniors and Seniors serve an internship throughout the school year. It is common for students to change internship locations throughout the school year and across grade levels. During the internship window, students work with their mentor twice a week, and they must work at least 4 consecutive hours each internship day. Junior and seniors may elect to take community college courses in lieu of an internship experience.

During advisory on non-internship days, students engage in mentor search activities. With support of their school advisor and internship coordinator, students find their own internship placements. They research potential internship locations based on their interests and create a community map marking these locations. Students develop resumes and "elevator pitch" phone scripts. They practice interviewing skills and learn how to "set the hook" with a potential mentor for job shadow and internship opportunities. They develop presentation literacy and writing skills and hone critical thinking and problem solving strategies.

During the internship experience with an organization, students work side-by-side with mentors at their workplace. During the first 4-weeks in an internship, students identify a project in consultation with their mentor and school advisor. The project must be mutually agreed upon and be of value to the mentor's organization. The student crafts a project plan including timeline, resources, and product deliverables. Projects are assessed throughout the internship and presented to the organization as a culminating activity.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	72.5	72.5	72.5	72.5	72.5
Grade 9	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent Participation:

Successful education requires a strong partnership between parents and the school. To foster this partnership, we encourage parents to be involved in their child's education through regular communication with teachers and school staff. While parent conferences are held in November, we encourage you to talk with your child's teacher throughout the year. You can assist your child's progress by monitoring class work, providing a structured time for homework, reviewing progress reports, and becoming involved in school activities.

The following District and site committees are designed to foster parent involvement:

District Committees:

Superintendent's Parent Advisory Council (PAC) – Parent representatives from each school meet with the Superintendent to receive information and give input about activities at the schools. The PAC meets three times in a school year.

Learning Environment Task Force (LETF) – This committee monitors a comprehensive plan that maximizes facility use and improves the quality of program offerings at the school. Parent representatives and staff meet as needed.

Local Control Advisory Committee/Title I District Advisory Council (LCAC/DAC) – Is comprised of parents, facilitators from Title I schools, community members and staff. Title I parent representatives are provided an opportunity to not only receive information regarding Title I programs, but also participate in the development of the District's Local Control Advisory Plan (LCAP) by giving input to improve student achievement.

District English Learner Advisory Committee (DELAC) - This committee meets almost every month and provides opportunities for representatives from each school to learn about District and State programs for English learners. We value and encourage community input as we strive to build meaningful relationships between district staff and our families.

Local Control Accountability Plan (LCAP) - School districts in California are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). Cajon Valley LCAP Committee meaningfully engages a broad group of stakeholders comprised of parents, community members and school and district staff members to provide input in the development of the plan to identify annual goals, specific actions, and measures of student progress. The LCAP guides

2023-24 Opportunities for Parental Involvement

decision making about actions and services for all students in the district including low-income students, English Learners and foster youth.

School Site Committees:

School Site Council (SSC) – Each school has a School Site Council that is comprised of parents, staff, and the principal. The School Site Council makes decisions for the school through the development and implementation of the Comprehensive School Plan for Student Achievement. The SSC approves categorical budget expenditures focused on improving student achievement.

English Learner Advisory Committee (ELAC) – This committee, comprised of parents of English learners, advises principals on the instructional program for students who are learning English.

School Events:

Each year parents are invited to Curriculum Night, Family Teacher Teams (FTTs), Trimester Exhibitions, Fall Festival, Back to School Social, Holiday Shop, Parent University, WOW events, Family Reading Fridays and several PTA Family Nights. In addition, our site actively seeks the involvement of parents and community members through classroom volunteers, room parents, PTA, ELAC, and SSC.

Parent Education:

The Cajon Valley Union School District is committed to supporting families through a strong parent education program. The district and sites offer parent training opportunities which include virtual and in-person single and multiple session workshops that empower parents to support their children with both academic and social-emotional needs. Workshops and classes are based on parent/student needs and parent interests.

The Family and Community Engagement (FACE) Department develops and supports parent education opportunities through collaboration with district departments and site staff members who facilitate parent education workshops.

In addition, the district collaborates with various community agencies to support effective parent education. The district promotes parent education through the San Diego County Office of Education's sponsored conferences, Grossmont Adult Education, the WorkForce Partnership, East County Career Center, Grossmont Community College Career Center, Rady Children's Hospital, International Rescue Committee, California Collaborative of Educational Excellence, The Brookings Institute, and the California Engagement Initiative.

By empowering and educating staff, we are better able to listen to and address the needs of our parents through educational opportunities. The FACE Department provides professional development for school and district staff to help further deepen the collective understanding of what it means to authentically engage families to support their children. Staff trainings include, but are not limited to, an introduction to Family and Community Engagement, Positive Home Visits, developing Family Teacher Teams, and understanding community challenges and barriers.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1203	1176	341	29.0
Female	623	606	190	31.4
Male	580	570	151	26.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	8	8	2	25.0

Black or African American	51	50	20	40.0
Filipino	0	0	0	0.0
Hispanic or Latino	839	821	248	30.2
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	26	23	6	26.1
White	223	220	52	23.6
English Learners	403	393	110	28.0
Foster Youth	3	3	2	66.7
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	844	831	264	31.8
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	206	201	68	33.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions		1.43	3.66	0.67	2.72	5.18	0.20	3.17	3.60
Expulsions		0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.66	0
Female	2.25	0
Male	5.17	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.92	0
Filipino	0	0

Hispanic or Latino	2.98	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.85	0
White	5.83	0
English Learners	3.47	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.67	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.85	0

2023-24 School Safety Plan

Bostonia Language Academy is focused on providing a positive, safe, and secure learning environment for students, staff, parents, and the community. The site's comprehensive Safe School Plan addresses safety concerns identified through a school wide planning process. The goals and objectives of this plan support a learning environment that allows staff to effectively teach and students to actively learn. The plan promotes campus safety and focuses on character building and the analysis of the school's physical, social, and cultural environments. Additional components of the plan include information on the site discipline plan and policies; safe travel to and from school; child abuse reporting protocols; school crime data; notifications to teachers of dangerous students; discipline, non-discrimination/harassment, hate-motivated behavior, bullying and sexual harassment policies; and descriptions of strategies that help to develop a safe, positive environment. The site Safe School Plan is updated annually. For the 2023-2024 school year, it was approved by the School Site Council on 12/08/2023 and discussed and reviewed by the staff on 12/15/2023.

The site Safe School Plan also includes routine and emergency disaster information, including the site Emergency Operations Plan (EOP) that aligns site emergency operations procedures with the District Emergency Operations Plan. The site EOP is updated annually.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		6	
1	24		5	
2	24		4	
3	24		5	
4	33		1	
5	32		1	1
6	8	8		
Other	15	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	7	0
1	24	0	5	0
2	22	0	5	0
3	23	0	4	0
4	30	0	4	0
5	31	0	3	0
6	10	7	0	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	9	8		
Mathematics	8	18		
Science	15	8		
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	7	1	0
Mathematics	17	12	0	0
Science	17	5	1	0
Social Science	32	0	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	381.33

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,954	\$1,951	\$10,002	\$69,459
District	N/A	N/A	\$7,698	\$83,225
Percent Difference - School Site and District	N/A	N/A	26.0	-18.0
State	N/A	N/A	\$7,607	\$87,770
Percent Difference - School Site and State	N/A	N/A	27.2	-23.3

Fiscal Year 2022-23 Types of Services Funded

A variety of supplemental services are available at Bostonia Language Academy, funded by the school's categorical budgets: Title I, Supplemental Concentration, Basic, and Donation. These extra support services include supplemental literacy and math programs, in classroom assistance, small group tutoring during the instructional day, and enrichment program that provides our students with the opportunity to explore extracurricular activities.

Along with the academic supplemental services, Bostonia Language Academy offers support programs for students and families. Character education is promoted through a school wide program that focuses on core character values. Two school counselors, an assistant principal, and psychologist provide additional support to staff, students and families.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,987	\$54,215
Mid-Range Teacher Salary	\$83,844	\$86,843
Highest Teacher Salary	\$114,142	\$111,440
Average Principal Salary (Elementary)	\$141,425	\$140,851
Average Principal Salary (Middle)	\$141,425	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$356,295	\$252,466
Percent of Budget for Teacher Salaries	31.17%	33.16%
Percent of Budget for Administrative Salaries	5.69%	5.15%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Each year, teachers and support staff participate in Professional Learning, as indicated in the Comprehensive School Plan for Student Achievement (SPSA), the Local Education Agency Plan and Local Control Accountability Plan (LCAP). Priorities for professional learning are established for teacher and staff training using student achievement data, teacher needs assessment surveys, and observations of instruction. In response to these priorities, sessions are developed to support classroom implementation. Teachers requiring additional certifications to meet student needs are enrolled in appropriate programs.

Certificated and support staff participate in workshops offered within the District (in person and virtual), offered by the San Diego County Office of Education, local universities or outside vendors as appropriate.

An online professional learning platform, Cajon 365, which includes Cajon Valley Union School District offerings for the year is accessible to all staff. This includes our district initiatives, safety, mandated trainings, and professional learning for new staff. Professional Learning is available for certificated personnel as well as classified staff members who work with students. Site categorical fund expenditures must be approved by the School Site Council.

Professional Learning opportunities are offered during summer, winter, and spring intersession (in person and virtual), as well as during the school year. Certificated staff who attend workshops during the year are frequently called upon to present relevant information and teaching techniques during site and district professional development sessions.

Full day release and after-school workshops and trainings are also available.

In the 2022-23 school year, elementary and middle school teachers were released for one-half day each trimester to collaborate with grade level/department peers, analyze student work, review formative assessment data, develop lesson plans and identify instructional strategies to meet student needs. In addition, workshops on the topics listed below were offered prior to and during the school year:

- Applied Behavioral Analysis Workshop for Special Education Teachers
- Beable (online literacy supplemental program)
- ELPAC Training
- Cognitively Guided Instruction for Math (CGI)
- Distance Learning Training
- ELD: Designated/Integrated
- Family Engagement
- Guided Language Acquisition and Design (GLAD)
- Imagine Learning (online supplementary program for ELD)
- Mild/Moderate Transitional Training for Special Education Teachers
- Moderate/Severe Special Education Classroom Quality Indicators
- Number Talks and Problem Solving Strategies
- Personalized Learning (small group rotations, differentiated instruction)
- Positive Behavior Management
- Positive Prevention Plus Curriculum (middle school science teachers)
- Poverty Simulation
- Professional Assault Crisis Training (ProAct)
- Presentation Literacy of Knowledge and Ideas to Create a TED style Student Talk
- Science of Reading
- ST Math training
- Social Emotional Learning
- Trauma Informed Care
- Working with the ELD Standards
- World of Work
- Zones of Regulation

Support for implementation of 1:1 chromebooks, personalized learning, technology integration writing, and mathematics was provided by teacher facilitators (coaches) using both push-in and pull-out models throughout the school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2